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ABSTRACT

Field validation of the Missouri Career Education Curriculum Project Modules, K-6, was conducted in two phases. In phase 1, three sets of evaluation instruments were produced: K-1, 2-3, and 4-6. In phase 2, the field validation of the K-6 modules was conducted (reported here). (An additional goal of phase 2 was to develop evaluation instruments for the 7-12 curriculum modules. This activity is reported in CE 017 694.) A representative sample was drawn for the field study which included a large metropolitan community, a small city, and a rural community. A total of 1,137 experimental and control subjects were tested. Due to the nature of the material and the structure of the test, 475 subjects were individually tested and 662 subjects were group tested. All control subjects were tested on all five modules. Experimental subjects were tested over the two specific modules taught to them. Finally, at the conclusion of the field testing, each teacher was requested to complete a teacher evaluation form. Several problems were encountered, such as a lack of control over what the teachers were actually teaching and a lack of time to teach all of the module material to any one class. However, overall results seemed positive. (Specific results for each grade and module are reported. Recommendations for test revisions, suggested teaching activities, and evaluators' manuals are appended.) (BM)

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ED177282

Final Report

Part I

FIELD VALIDATION OF THE CAREER EDUCATION CURRICULUM PROJECT MODULES

Phase II

K-6 Field Validation

Project Directors: Earl Moore
Frank Wellman

Research Assistants: Dixie Hicks
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Richard Todd
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Missouri Evaluation Projects
University of Missouri
Columbia, Missouri
August, 1978

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Acknowledgments

The completion of this phase of the Field Validation required the cooperation of many people. Particular thanks must go to the administrators and teachers in the Ashland, Brunswick, Hazelwood, and Mexico school systems. Without their willing and enthusiastic cooperation in the teaching of the curriculum modules and in the data collection, the project could not have been completed.

The diligent and persistent work of the project staff must be recognized. Richard Todd provided overall leadership for the staff and had full responsibility for the computer analysis and the 10-12 instrument development. He also supervised and did much of the writing for the final report. Richard Williams had responsibility for coordinating the Field Validation including arrangements with the participating schools and the data collection. He also shared in the writing of this phase of the final report. Dixie Hicks contributed by administering many of the tests in the primary grades and in the editing of the reports and instruments. Lawrence Pincus had primary responsibility for instrument development in grades 7-9, and in report preparation. Bruce Jungerberg contributed largely to the instrument development part of the project. To all these people goes our sincere expression of appreciation for a job well done.

Earl Moore
Frank Wellman

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INTRODUCTION

The field validation of the Career Education Curriculum Project (C.E.C.P.) modules for career education instruction and guidance was projected through a three phase plan by the proposal writers in 1976. Phase I of the plan was completed in June, 1977. The major goal achieved in Phase I was the development of comprehensive evaluation instrumentation for assessing career education in terms of the C.E.C.P. objectives K-6. Three separate sets of graded assessment procedures were produced: K-1, 2-3, and 4-6. The primary (K-1) procedures require individual or small group administration while the other two sets can be group administered and machine scored.

Phase II projected two major goals. First, the field validation of the grades K-6 modules and secondly, instrumentation development for the 7-12 C.E.C.P. curriculum modules. This report covers the second phase of the three phase plan. The second phase completed the evaluation of K-6 modules and the development of an evaluation product for the grades 7-12 curriculum modules.

The basic background information for the development of instrumentation for the field validation was the curriculum modules developed in the C.E.C.P. The learning sequence objectives and the learning experiences outlined in each curriculum module provided the basis for developing instruments to measure the outcomes of instruction using the module.

The Missouri Evaluation projects have conducted research in several states over the past eight years in areas related to this proposal. Research projects conducted in Hazelwood public schools, and in Crisp and Liberty Counties, Georgia have demonstrated the feasibility of evaluating career education programs by measuring pupil outcomes. These projects have produced evidence that self awareness, career awareness, and decision making of students can be changed by career education activities. The expertise gained in these projects was utilized in developing instrumentation and conducting the field validation for the C.E.C.P. curriculum packages.

PROCEDURES

Final Test Development

The tests as developed in phase one were scrutinized by project personnel in the fall of 1977. Some changes were made in the working of items, distractors were strengthened where the item analysis from the pilot study of the Spring of 1977 so indicated, and the lengths of individual subtests were adjusted. Some picture cards were redrawn and subtests were weighted so that each module would have approximately 100 points. This was done on the basis of face validity. The final products of this process were the validation instruments used in Phase II. (Appendix ~~D~~ C)

Selection of Subjects

The Missouri schools involved in this Career Education Evaluation Project were selected with the following criteria in mind:

1. Size of the community
2. Past involvement in career education
3. Willingness to participate
4. Distance from the University of Missouri

To facilitate a representative sampling of the population of Missouri, three different size communities were sought using rather broad descriptive criteria. The three types of communities sought were a large metropolitan community, a small city, and a rural community.

Based on the above descriptive criteria, a list of school systems was compiled and the schools visited by Richard Williams, the coordinator of field evaluation, and either Dr. Frank Wellman or Dr. Earl Moore. With the exception of the Rolla School System, all systems contacted agreed to participate and contribute the following number of schools:

1.	Hazelwood	One Experimental	One Control
2.	Mexico	One Experimental	One Control
3.	Ashland	One Experimental	
4.	Brunswick	One Experimental	

Each system agreed to contribute the following number of classes to the experimental project:

	K	1	2	3	4	5	6
HAZELWOOD	1	2	2	2	2	2	2
MEXICO	1	2	2	2	2	2	0
ASHLAND	0	1	3	2	2	2	1
BRUNSWICK	1	1	1	1	1	1	1

In consideration of the time that remained in the school year, and to facilitate maintaining a balance between the number of experimental and control subjects, the following procedure was established:

1. Each of the experimental classrooms were taught only two of the five modules. The two taught were predetermined and assigned to each teacher.
2. Each of the control classrooms were tested over all five modules.

The above procedure resulted in the following distribution of experimental classrooms teaching each module:

MODULE	CLASSROOMS AT K-3 LEVEL	CLASSROOMS AT 4-6 LEVEL
1	11	8
2	11	7
3	11	7
4	8	7
5	9	7

The experiment began with a total of 1035 subjects. A rather high attrition rate occurred over the four month period, due mainly to the fact that two teachers did not teach the modules assigned to them. In addition, randomization was used in testing the K-3 subjects, as individual testing was required and time did not permit the testing of all subjects. In those classes randomly tested, the subjects were listed alphabetically with every other subject receiving the test. As a result, the experiment concluded with 882 subjects experimentally involved. The breakdown of the attrition rate by grade is listed below.

EXPERIMENTAL SUBJECTS		
GRADE	INITIAL ENROLLMENT	FINAL ENROLLMENT
K	86	73
1	161	94
2	195	187
3	161	161
4	156	151
5	171	165
6	105	51
	1035	882

A total of 285 subjects participated in the control aspect of the project and their distribution was as follows:

CONTROL SUBJECTS	
Level	Enrollment
K	38
1	40
2	48
3	38
4	48
5	49
6	24
	285

Richard Williams conducted in-service training workshops at each of the participating schools prior to the beginning of the project. All participating teachers and administrators received complete sets of the Modules and an explanation of the scope of the entire project. Deadlines for completion of the experimental aspects were established, allowing each teacher approximately ten weeks to teach their two assigned modules. Throughout these ten weeks, telephone contact was maintained with each school in an effort to eliminate any problems that might interfer with the project's goals.

Method of Administration

FIELD TESTING PROCEDURES

In an effort to evaluate the effectiveness of the Career Education Curriculum Project, a rather large testing program began upon completion of the teaching of the materials. A total of 1137 experimental and control subjects were tested. Due to the nature of the material and the structure of the test, 475 subjects were individually tested, requiring approximately 263 man hours. The remaining 662 subjects were group tested, and this required approximately 14 man hours.

The test administration phase of this project was coordinated by Richard Williams and Dixie Hicks. All testing was done in the individual schools and was initiated as close to the completion of the teaching phase as possible. Each type of testing required somewhat different procedures which are explained below.

GROUP TESTING

With the exception of Module One at the second and third grade level which required individual testing, all modules taught in the second through sixth grades utilized group testing.

Control Subjects

All control subjects were tested by Richard Williams. Each subject was administered the tests from all five Modules which required approximately one hour. The testing was done in the classroom with a short five minute break between modules

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to reduce fatigue. Instructions for the group administered tests were printed on each test booklet and were followed closely.

Experimental Subjects

The teachers that taught the modules administered the group tests to their students. In order to prevent any "teaching for the test", the tests were not distributed to the teachers until they had completed their instruction of the assigned modules. Tests and testing instructions were then individually delivered to each teacher to assure administration uniformity.

INDIVIDUAL TESTING

All modules at level K-1 had to be tested on an individual basis. Module One on the 2-3 level also required individual testing. All individual testing was done by University personnel involved in this project. Each subject was taken out of the classroom and tested in the best location available, depending on the school. In some cases, desks were set up in the halls, and the testing was done under conditions not conducive to good testing results. In other schools, private rooms were made available. In all cases, an effort was made by the test administrators to establish rapport with the subject before beginning the testing procedures.

Control Subjects

All control subjects were administered the tests from all five modules. This required approximately one hour and fifteen minutes and was done in two different sittings. During the first sitting, the tests for Modules One, Two, and Three were given, taking about forty-five minutes. During the second sitting the tests for Modules Four and Five were administered, requiring about thirty minutes. The Module One test for the 2-3 level required approximately twenty minutes.

Experimental Subjects

Each experimental subject was tested over the two specific modules taught to them. These tests required about thirty minutes.

Administrative instructions and procedures for the individual tests are contained in the test manuals developed for the project and these were followed closely with the following exceptions:

1:1.a Testers added the phrase, "The way you feel sometimes." after "Tell me a basic feeling."

1:1.b Testers did not arrange feeling cards in the same order each time, but gave them to the subject in random order.

2:2.a After saying to subject, "You have told me some things you are interested in," testers added, "You said you were interested in..." and repeat what the student said earlier in 2:1.a. Or they said, "You have told me some things you like to do that show what you're interested in. What are some of the things your family or friends like to do that show what they're interested in?"

2:2.b Same addition as above after reading to them, "You have told me some things that show your taste."

3:2.b Testers substituted United Fund for example given, "UNICEF", or explained what UNICEF was.

3:3.a Testers explained that the card showing the "community setting" was similar to a downtown area of their town and not just a church setting.

5:2.b Testers pointed to the objects across the top of the page as they explained them instead of having the subject put his finger on each object.

RESULTS

Summary of Teacher Evaluation

At the conclusion of the field testing, each teacher was requested to complete a teacher evaluation form. The form consisted of eight ranking type questions and seven completion questions. The goals of this questionnaire were to obtain a rating of the value of the Modules in classroom situations and suggestions that might improve the Module's effectiveness.

Out of the 42 teachers experimentally participating in this project, only 20 completed and returned the questionnaire. Of these 20 questionnaires returned, most were only partially completed and any suggestions offered were very brief. As a result, the validity of this questionnaire was weakened. Nevertheless, there were a few observations in the teachers' responses that should be noted.

The eight scaled questions dealt with appropriateness and overall effectiveness of the Module material both from the students' and teachers' perspectives. With a ranking of one being the highest and five the lowest, the mean ranking received by the project materials was 2.2.

The completion section asked for specific comments and criticisms from the teachers. Nearly all agreed that the module material was valuable and useful but the majority complained that the materials were difficult to work into an already full time schedule and curriculum.

The following reports summarize the teachers' responses for kindergarten through grade five. Only one questionnaire was received for grade six and it was totally negative and full of emotional responses. It was eliminated as being meaningless to the intended purpose of this report. Each questionnaire report represents the mean scores of the teachers reporting from that particular grade level. The second page of each questionnaire report gives the total completion type responses received for that grade level. The greatest number of teachers reporting from one grade level was four.

Career Education Curriculum Project

Teacher Evaluation Form: Part I

Name ______________________ Grade Level KINDERGARTEN

Module Number of responses--1

Please use the scale to respond to the following questions.

1. How appropriate and meaningful is the module goal for your grade level?

Very				Inappropriate
		X		
1	2	3	4	5

2. Are the objectives clear and concrete?

Very				Not at all
	X			
1	2	3	4	5

3. Are the learning sequences effective in aiding the learner to accomplish the goal?

Very				Not at all
		X		
1	2	3	4	5

4. Are the suggested activities adequate?

Very Adequate				Not at all
		X		
1	2	3	4	5

5. Are the activities easily adapted into your routine?

Very adaptable				Unadaptable
X				
1	2	3	4	5

6. Do the career development modules meet a definite need in your curriculum?

Definitely				No need at all
X				
1	2	3	4	5

7. Please rate the overall response of your students.

Enthusiastic				Unfavorable
			X	
1	2	3	4	5

8. Please rate your overall response to the materials.

Enthusiastic				Unfavorable
X				
1	2	3	4	5

Part II Grade level _____ Module # _____

15

1. Please note by sequence and activity number any activities you thought especially helpful?

MODULE	SEQUENCE	ACTIVITY
1	1	1,2
1	2	2,3

2. Please note by sequence and activity number any activities you thought especially weak.

None of the second Module was as enjoyable as the first one

3. Please share any ideas you had for additional activities to expand or improve the materials.

4. Do you have any suggestions for improving the manual format for efficiency or clarity?

5. Do you foresee any problems in adapting the materials to your curriculum?

6. Did you use the process guide?

If so, did you find it a valuable aid in using the modules and in other instructional activities?

7. Please make any additional comments on the back of this page.

Career Education Curriculum Project

Teacher Evaluation Form: Part I

Name ______________________ Grade Level First

Module Number of responses--3

Please use the scale to respond to the following questions.

1. How appropriate and meaningful is the module goal for your grade level?

Very Inappropriate

X

1 2 3 4 5

2. Are the objectives clear and concrete?

Very Not at all

X

1 2 3 4 5

3. Are the learning sequences effective in aiding the learner to accomplish the goal?

Very Not at all

X

1 2 3 4 5

4. Are the suggested activities adequate?

Very Adequate Not at all

X

1 2 3 4 5

5. Are the activities easily adapted into your routine?

Very adaptable Unadaptable

X

1 2 3 4 5

6. Do the career development modules meet a definite need in your curriculum?

Definitely No need at all

X

1 2 3 4 5

7. Please rate the overall response of your students.

Enthusiastic Unfavorable

X

1 2 3 4 5

8. Please rate your overall response to the materials.

Enthusiastic Unfavorable

X

1 2 3 4 5

Part II Grade level _____ Module # _____

1. Please note by sequence and activity number any activities you thought especially helpful?

MODULE	SEQUENCE	ACTIVITY
3	1	1,2,4
3	2	1,3,4

2. Please note by sequence and activity number any activities you thought especially weak.

All activities were very good.---Very difficult to distinguish between "tastes and interests" in Module 2, activity 1.

3. Please share any ideas you had for additional activities to expand or improve the materials.

4. Do you have any suggestions for improving the manual format for efficiency or clarity?

5. Do you foresee any problems in adapting the materials to your curriculum?

Yes, very time consuming

6. Did you use the process guide?

If so, did you find it a valuable aid in using the modules and in other instructional activities?

7. Please make any additional comments on the back of this page.

This work tied in with my social studies, reading and some of my language arts. I'd sum it up and say, "Great."

I found the subject matter to be the same as our social studies. The activities were very helpful.

Career Education Curriculum Project

Teacher Evaluation Form: Part I

Name ____________ Grade Level SECOND

Module Number of responses--3

Please use the scale to respond to the following questions.

1. How appropriate and meaningful is the module goal for your grade level?

Very Inappropriate

X

1 2 3 4 5

2. Are the objectives clear and concrete?

Very Not at all

X

1 2 3 4 5

3. Are the learning sequences effective in aiding the learner to accomplish the goal?

Very Not at all

X

1 2 3 4 5

4. Are the suggested activities adequate?

Very Adequate Not at all

X

1 2 3 4 5

5. Are the activities easily adapted into your routine?

Very adaptable Unadaptable

X

1 2 3 4 5

6. Do the career development modules meet a definite need in your curriculum?

Definitely No need at all

X

1 2 3 4 5

7. Please rate the overall response of your students.

Enthusiastic Unfavorable

X

1 2 3 4 5

8. Please rate your overall response to the materials.

Enthusiastic Unfavorable

X

1 2 3 4 5

Part II Grade level _____ Module # _____

1. Please note by sequence and activity number any activities you thought especially helpful?

MODULE	SEQUENCE	ACTIVITY
1	1	1,2,4
1	2	2,5,7
1	3	1,4,5,6,9
1	4	1,4,5
5	1	

2. Please note by sequence and activity number any activities you thought especially weak.

MODULE	SEQUENCE	ACTIVITY
1	2	3
1	3	3

3. Please share any ideas you had for additional activities to expand or improve the materials.

Games to play. Hand out sheets for students to work

We enjoyed making the booklets.

4. Do you have any suggestions for improving the manual format for efficiency or clarity?

If you intend to test vocabulary (Module 5) stress it.

5. Do you foresee any problems in adapting the materials to your curriculum?

6. Did you use the process guide?

If so, did you find it a valuable aid in using the modules and in other instructional activities?

7. Please make any additional comments on the back of this page.

With more time I think the program could be worked into a regular curriculum very nicely.---Test for Module 4 is too confusing for second graders.

Career Education Curriculum Project

Teacher Evaluation Form: Part I

Name ______________________ Grade Level THIRD

Module Number of responses--4

Please use the scale to respond to the following questions.

1. How appropriate and meaningful is the module goal for your grade level?

Very Inappropriate

X

1 2 3 4 5

2. Are the objectives clear and concrete?

Very Not at all

X

1 2 3 4 5

3. Are the learning sequences effective in aiding the learner to accomplish the goal?

Very Not at all

X

1 2 3 4 5

4. Are the suggested activities adequate?

Very Adequate Not at all

X

1 2 3 4 5

5. Are the activities easily adapted into your routine?

Very adaptable Unadaptable

X

1 2 3 4 5

6. Do the career development modules meet a definite need in your curriculum?

Definitely No need at all

X

1 2 3 4 5

7. Please rate the overall response of your students.

Enthusiastic Unfavorable

X

1 2 3 4 5

8. Please rate your overall response to the materials.

Enthusiastic Unfavorable

X

1 2 3 4 5

Part II Grade level _____ Module # _____

1. Please note by sequence and activity number any activities you thought especially helpful?

MODULE	SEQUENCE	ACTIVITY
1	1	6
1	1	1
1	2	2,5
1	3	3
1	4	1,2,3,6,7

2. Please note by sequence and activity number any activities you thought especially weak.

MODULE	SEQUENCE	ACTIVITY
1	3	3
5	1	4
1	2	1
1	3	1
5	2	1

3. Please share any ideas you had for additional activities to expand or improve the materials.

Use a Spinner activity for goals.---Match game with 16 or more cards of goals and activities to achieve goals.

4. Do you have any suggestions for improving the manual format for efficiency or clarity?

Difference between interests and tastes is a very difficult concept.---Note minimum required time of all activities to aid teacher in planning.

5. Do you foresee any problems in adapting the materials to your curriculum?

Yes. Vocabulary and some concepts are too difficult for average child without a great deal of preliminary preparation and explanation.---Not enough time.

6. Did you use the process guide?

If so, did you find it a valuable aid in using the modules and in other instructional activities?

7. Please make any additional comments on the back of this page.

I enjoyed it and my kids looked forward to our sessions.
I found the activities difficult to work into the curriculum under the time period assigned as well as difficult to correlate to our studies.

Career Education Curriculum Project

Teacher Evaluation Form: Part I

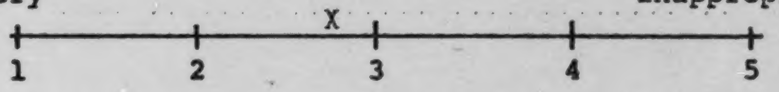
Name ______________________ Grade Level FOURTH

Module Number of responses---4

Please use the scale to respond to the following questions.

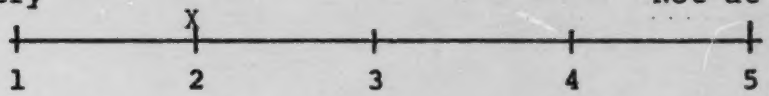
1. How appropriate and meaningful is the module goal for your grade level?

Very — Inappropriate



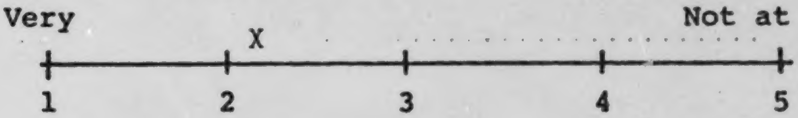
2. Are the objectives clear and concrete?

Very — Not at all



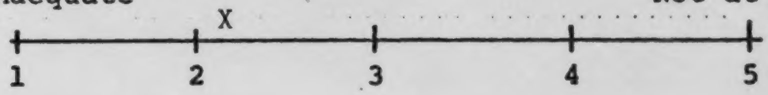
3. Are the learning sequences effective in aiding the learner to accomplish the goal?

Very — Not at all



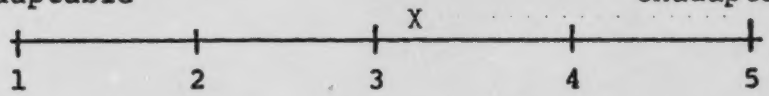
4. Are the suggested activities adequate?

Very Adequate — Not at all



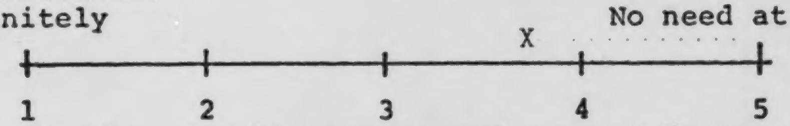
5. Are the activities easily adapted into your routine?

Very adaptable — Unadaptable



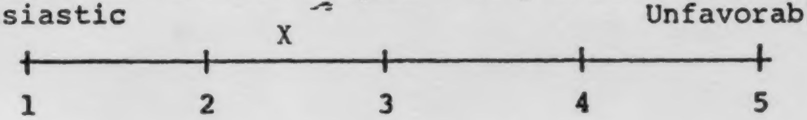
6. Do the career development modules meet a definite need in your curriculum?

Definitely — No need at all



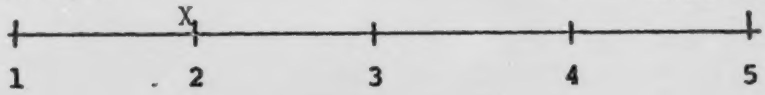
7. Please rate the overall response of your students.

Enthusiastic — Unfavorable



8. Please rate your overall response to the materials.

Enthusiastic — Unfavorable



Part II Grade level _____ Module # _____

1. Please note by sequence and activity number any activities you thought especially helpful?

2. Please note by sequence and activity number any activities you thought especially weak.

3. Please share any ideas you had for additional activities to expand or improve the materials.

   I think it is important to do most activities thoroughly.

4. Do you have any suggestions for improving the manual format for efficiency or clarity?

   Quite well done.---It would be helpful if activities more adaptable to learning centers were emphasized.

5. Do you foresee any problems in adapting the materials to your curriculum?

   Only in time.---Can do without.---Much too time consuming on already crowded schedule.---Very few deal with basic skills, a vital part of our curriculum.

6. Did you use the process guide?

   If so, did you find it a valuable aid in using the modules and in other instructional activities?

7. Please make any additional comments on the back of this page.

Career Education Curriculum Project

Teacher Evaluation Form: Part I

Name ____________________ Grade Level FIFTH

Module Number of responses---4

Please use the scale to respond to the following questions.

1. How appropriate and meaningful is the module goal for your grade level?

```
      Very                                    Inappropriate
                  X
      +---------+---------+----------+---------+
      1         2         3          4         5
```

2. Are the objectives clear and concrete?

```
      Very                                    Not at all
                X
      +---------+---------+----------+---------+
      1         2         3          4         5
```

3. Are the learning sequences effective in aiding the learner to accomplish the goal?

```
      Very                                    Not at all
                X
      +---------+---------+----------+---------+
      1         2         3          4         5
```

4. Are the suggested activities adequate?

```
  Very Adequate                               Not at all
                X
      +---------+---------+----------+---------+
      1         2         3          4         5
```

5. Are the activities easily adapted into your routine?

```
 Very adaptable                              Unadaptable
                          X
      +---------+---------+----------+---------+
      1         2         3          4         5
```

6. Do the career development modules meet a definite need in your curriculum?

```
   Definitely                               No need at all
                       X
      +---------+---------+----------+---------+
      1         2         3          4         5
```

7. Please rate the overall response of your students.

```
  Enthusiastic                               Unfavorable
                X
      +---------+---------+----------+---------+
      1         2         3          4         5
```

8. Please rate your overall response to the materials.

```
  Enthusiastic                               Unfavorable
                  X
      +---------+---------+----------+---------+
      1         2         3          4         5
```

Part II Grade level _____ Module # _____

1. Please note by sequence and activity number any activities you thought especially helpful?

2. Please note by sequence and activity number any activities you thought especially weak.

3. Please share any ideas you had for additional activities to expand or improve the materials.

4. Do you have any suggestions for improving the manual format for efficiency or clarity?

Well done as is.

5. Do you foresee any problems in adapting the materials to your curriculum?

Never enough time for these extras.

6. Did you use the process guide?

   If so, did you find it a valuable aid in using the modules and in other instructional activities?

7. Please make any additional comments on the back of this page.

Test Analysis

The statistical procedures used to analyze the data obtained in the kindergarten through sixth grade stage of the Missouri Career Education Project, were dictated in part by naturalistic conditions and by prior test development procedures.

During the development of the tests used to evaluate the Career Education Project materials, the items were arbitrarily weighted so that a convenient total score of approximately 100 was obtained. This was done on a face validity basis without any empirical evidence or pilot projects to verify the weighting scales. At the time of the analysis of the data, there was no indication that the weighting scores provided a more valid comparison than did the raw scores. Comparisons were made using both the weighted and the unweighted scores, and while there were some minor differences recorded, the overall effect was very similar. It was therefore decided that the unweighted data should be statistically examined and reported for this project. It should be noted that this was not the case in reporting the materials to the school systems involved. Here it was felt advisable to use the weighted scores so that the total possible score on most of the modules would be approximately 100, thus allowing a ready comparison of one module with another for easier interpretation by the teachers and the school systems involved.

The tables used in presenting the analysis of the Missouri Career Education Project are constructed so that the experimental condition designation is dependent upon the mean score of that group. The lowest score is always presented first for a given class and module, followed by the next, and finally the highest score. The column "groupings" is used to indicate the results of the "Duncan Multiple Range Test for Variable Response". Any two conditions within the same module unit having the same letter show no significant differences. Therefore, the significant difference is visually obtainable by looking for the change in letters under the grouping column. The F ratio and the probability of F being greater than that found by chance (Pr > F) are also shown.

The loss of the project's rural control groups eliminated the possibility of using simple t-test analysis between the experimental and control conditions of the project. The observation of the early returns of the statistical data indicated that rural-experimental and urban-experimental conditions could not be assumed to be the same. It was therefore determined that a one-way-analysis of the variance with three classes should be used.

The first class was the urban-control group consisting of the Mexico and Hazlewood control groups. The second class was the urban experimental, consisting of the Mexico and Hazlewood experimental groups. The third class was the rural experimental group, consisting of the Ashland and Brunswick experimental groups.

A one-way-analysis of variance was performed for every grade level K-6, using the Statistical Analysis Systems program known as SAS 76. Wherein significance was determined at the .05 level, the "Duncan's Multiple Range Test for Variable Response" was used to determine at what point the significant differences did occur.

Beginning with the analysis of the kindergarten data shown in Table 1, there was a significant difference beyond the .05 level found on Module 2. Both of the experimental conditions were significantly different from the urban-control condition. No other significant differences occurred within the modules used in the kindergarten classes. It should be noted however, that there were no experimental conditions available for Module 5 and there were no rural experimental conditions available for Modules 1 and 4.

Analysis of the first grade material shown in Table 2, indicates that here there was also a significant difference found only in the data from Module 2. Again, as with the kindergarten analysis, the rural-experimental and the urban-experimental conditions were significantly different from the urban control-condition.

Analysis of the data from the second grade indicated that there was a highly significant difference found in all five of the modules, as seen in Table 3. Modules 1 and 2 were significant to the .005 level, while Modules 3, 4, and 5 were significant beyond the .001 level of significance. When these results are investigated using the Duncan's

Table 1
Analysis for Kindergarten

	Condition	Grouping #	Mean	SD	F	Pr. > F
Module 1	Urban Control	A	26.76	7.14		
	Rural Experimental	Data not available			1.69	0.1987
	Urban Experimental	A	29.33	6.35		
Module 2	Urban Control	A	36.42	10.88		
	Urban Experimental	B	41.44	5.68	5.19	0.0077
	Rural Experimental	B	43.09	4.11		
Module 3	Urban Control	A	32.53	4.71		
	Rural Experimental	A	31.65	5.88	.23	0.79
	Urban Experimental	A	32.63	6.07		
Module 4	Urban Control	A	21.18	3.62		
	Rural Experimental	Data not available			.77	0.38
	Urban Experimental	A	21.97	3.86		
Module 5	Urban Control	A	25.34	4.13		
	Rural Experimental	Data not available			No comparisons were available	
	Urban Experimental	Data not available				

#Conditions showing the same grouping letter are not significantly different for that module.

Table 2

Analysis for Grade 1

	Condition	Grouping[#]	Mean	SD	F	Pr. > F
Module 1	Urban Control	A	31.82	5.27		
	Rural Experimental	A	32.25	6.78	1.61	0.206
	Urban Experimental	A	34.38	4.19		
Module 2	Urban Control	A	38.05	9.47		
	Urban Experimental	B	43.61	7.90	4.38	0.016
	Rural Experimental	B	44.00	6.49		
Module 3	Urban Control	A	37.83	4.70		
	Rural Experimental	Data not available			0.01	0.907
	Urban Experimental	A	37.70	3.17		
Module 4	Urban Control	A	24.58	3.25		
	Rural Experimental	A	24.81	2.12	0.85	0.431
	Urban Experimental	A	25.69	1.44		
Module 5	Urban Control	A	30.43	13.17		
	Rural Experimental	A	28.65	3.54	0.27	0.764
	Urban Experimental	A	30.00	4.37		

[#] Conditions showing the same grouping letter are not significantly different for that module.

Table 3
Analysis for Grade 2

	Condition	Grouping[#]	Mean	SD	F	Pr. > F
Module 1	Urban Control	A	31.47	4.73		
	Rural Experimental	B	34.75	5.71	5.66	0.0046
	Urban Experimental	B	35.77	6.40		
Module 2	Rural Experimental	A	7.11	1.96		
	Urban Control	A	7.28	1.50	5.77	0.0041
	Urban Experimental	B	8.57	1.39		
Module 3	Urban Control	A	26.49	4.73		
	Rural Experimental	B	30.63	3.54	15.83	0.0001
	Urban Experimental	B	30.70	3.39		
Module 4	Urban Control	A	30.10	5.79		
	Rural Experimental	B	35.82	6.21	18.50	0.0001
	Urban Experimental	B	38.34	6.89		
Module 5	Urban Control	A	12.68	2.76		
	Rural Experimental	A B	13.80	2.14	9.86	0.0001
	Urban Experimental	B	15.02	2.34		

[#] Conditions showing the same grouping letter are not significantly different for that module.

Multiple Range Test for Variance, it was found that the urban experimental condition was always significantly different from the urban control condition. There were, however, two cases where the rural experimental condition and the urban control conditions are not significantly different. These were in Modules 2 and 5. Please see Table 3 for specific data.

The third grade material for Module 1 was tested in two different forms. First, the same test that had been used for kindergarten, first, and second grade was used with the majority of third grade students. Secondly, another test with different distractors was used for one control group from Mexico and the Ashland Experimental group. Results of the control and experimental group performance for each test was analyzed individually, and no significance was found. The mean difference between the control group on the two tests was only .36. For all intents and purposes, it would appear that there was no difference between these different test forms. Table 4, therefore, reflects the statistical analysis of the third grade with these scores assumed to be alternate forms of the same test.

The analysis of the third grade data presented in Table 4, showed no significant differences on any of the modules. This occurred irregardless of the fact that, using the same materials and the same testing procedures, highly significant results were found in every module at the grade 2 level.

Table 4

Analysis for Grade 3

	Condition	Grouping[#]	Mean	SD	F	Pr. > F
Module 1	Rural Experimental	A	33.76	6.51		
	Urban Control	A	34.62	3.51	0.45	0.637
	Urban Experimental	A	34.84	3.30		
Module 2	Urban Control	A	8.11	1.27		
	Rural Experimental	A	8.30	1.18	0.60	0.548
	Urban Experimental	A	8.40	1.21		
Module 3	Urban Control	A	29.63	5.99		
	Urban Experimental	A	30.57	4.01	0.52	0.597
	Rural Experimental	A	30.73	4.56		
Module 4	Urban Experimental	A	34.67	3.33		
	Rural Experimental	A	35.88	7.55	0.81	0.448
	Urban Control	A	37.11	7.50		
Module 5	Rural Experimental	A	14.57	3.16		
	Urban Control	A	15.45	2.04	2.02	0.138
	Urban Experimental	A	15.95	2.63		

[#] Conditions showing the same grouping letter are not significantly different for that module.

Table 5 presents the analysis of the data for the fourth grade level. These data indicate that there is significance at the .001 level on Module 2. It also indicates that there was an approach toward a significant level on Module 4, with a probability value of .07, but not at a level to be considered statistically significant. The significant difference at the fourth grade level on Module 2 was found to be between the urban experimental conditions and the urban control condition, with the rural experimental condition being not significantly different from the urban control conditions.

Analysis of the fifth grade data indicates that there were significant differences in Modules 2, 3, and 4. These were all highly significant, as shown in Table 6. The differences at this grade level were somewhat varied. On Module 2, the rural experimental conditions were significantly different from the control conditions. On Module 3, however, the urban experimental group had the highest mean, the urban control group had the next highest mean, and the rural experimental group had the lowest mean score. The Module 4 data indicate that the significant difference of means was in the urban experimental condition, while the rural experimental condition and the urban control conditions were virtually the same.

The analysis for the sixth grade level as shown in Table 7, was hampered by the lack of sixth graders in the urban experimental condition. Due to the physical placement of classes at the sixth grade level, one of the major schools did not have

Table 5

Analysis for Grade 4

	Condition	Grouping[#]	Mean	SD	F	Pr. > F
Module 1	Urban Experimental	A	34.74	5.23		
	Rural Experimental	A	34.87	2.64	0.02	0.976
	Urban Control	A	34.98	5.47		
Module 2	Urban Control	A	19.44	4.55		
	Rural Experimental		19.71	4.51	18.12	0.0001
	Urban Experimental	B	25.38	2.52		
Module 3	Urban Control	A	36.42	5.05		
	Rural Experimental	A	36.83	4.59	0.17	0.848
	Urban Experimental	A	37.20	4.59		
Module 4	Rural Experimental	A	22.56	7.18		
	Urban Control	A	23.07	7.88	2.73	0.071
	Urban Experimental	B	26.34	5.97		
Module 5	Urban Experimental	A	20.48	4.48		
	Urban Control	A	20.83	5.45	0.76	0.469
	Rural Experimental	A	22.18	4.49		

[#] Conditions showing the same grouping letters are not significantly different for that module.

Table 6
Analysis for Grade 5

	Condition	Grouping#	Mean	SD	F	Pr. > F
Module 1	Rural Experimental	A	34.48	6.96	0.13	0.876
	Urban Control	A	34.57	4.12		
	Urban Experimental	A	35.05	5.17		
Module 2	Urban Control	A	18.67	3.99	6.50	0.002
	Urban Experimental	B	20.41	3.44		
	Rural Experimental	B	21.78	2.86		
Module 3	Rural Experimental	A	34.98	5.06	13.60	0.0001
	Urban Control	B	37.76	3.42		
	Urban Experimental	C	39.59	3.97		
Module 4	Urban Control	A	23.73	5.74	8.57	0.0004
	Rural Experimental	A	23.88	4.77		
	Urban Experimental	B	28.87	4.48		
Module 5	Rural Experimental	A	20.93	4.93	0.69	0.503
	Urban Experimental	A	20.95	2.94		
	Urban Control	A	22.02	4.92		

#Conditions showing the same grouping letter are not significantly different for that module.

Table 7

Analysis for Grade 6

	Condition	Grouping#	Mean	SD	F	Pr. > F
Module 1	Rural Experimental	A	36.00	3.99		
	Urban Control	A	36.04	3.69	0.02	0.983
	Urban Experimental	A	36.21	3.79		
Module 2	Rural Experimental	Data not available			No comparisons were available	
	Urban Experimental	Data not available				
	Urban Control		19.42	3.60		
Module 3	Rural Experimental	A	38.15	4.02		
	Urban Control	A	39.46	3.46	1.35	0.253
	Urban Experimental	Data not available				
Module 4	Urban Control	A	26.38	5.56		
	Rural Experimental	A	29.91	4.10	3.81	0.059
	Urban Experimental	Data not available				
Module 5	Urban Control	A	24.33	4.76		
	Rural Experimental	A	25.50	4.19	0.52	0.477
	Urban Experimental	Data not available				

#Conditions showing the same grouping letter are not significantly different for that module.

a sixth grade available for the type of experimental condition needed. In another school the teacher, at the last moment, refused to finish teaching the materials and to allow the testing to proceed. Therefore, only a full one-way-analysis of the three conditions on Module 1 was possible, and no significant difference was found. Module 2 at the sixth grade level had no experimental conditions in either the rural experimental or the urban experimental situation. The Module 3 comparison of the urban control and the rural experimental condition, showed no significance. The Module 4, comparison of urban control and rural experimental conditions, missed the significance level by only .0094. In this case, the experimental condition had a mean higher than the control condition. Module 5 showed no significant differences among the conditions.

When the experimental data is viewed in its entirety, shown in Table 8, it was found that the rural experimental groups had a significantly higher mean score than the urban control groups in 6 out of the 30 comparisons made. Thus, one significant difference in five comparisons was found, whereas by chance, one significant difference in twenty would be expected. When the urban experimental mean scores were compared with the urban control mean scores, there are 11 out of 30 times when the urban experimental group had a significantly higher mean score. Here again, better than 1 significant difference in 3 was observed, as compared with a chance difference of 1 in 20. It is therefore reasonable

Table 8

Summary of Analysis

Grade	Module 1	Module 2	Module 3	Module 4	Module 5
K	Anova No sig. Pr>F = .199	Anova Sig. at .01 Pr>F = .008 UC UE RE	Anova No sig. Pr>F = .79	Anova - no sig. Pr>F = .38	No Experimental Condition
1	Anova - no sig. Pr>F = .206	Anova sig. at .05 Pr>F = .016 UC UE RE	Anova - no sig. Pr>F = .907	Anova - no sig. Pr>F = .431	Anova - no sig. Pr>F = .764
2	Anova sig. at .01 Pr>F = .0046 UC RE UE	Anova sig. at .01 Pr>F = .0041 RE UC UE	Anova sig. at .0001 Pr>F = .0001 UC RE UE	Anova sig. at .0001 Pr>F = .0001 UC RE UE	Anova sig. at .0001 Pr>F = .0001 UC RE UE
3	Anova - no sig. Pr>F = .637	Anova - no sig. Pr>F = .548	Anova - no sig. Pr>F = .597	Anova - no sig. Pr>F = .448	Anova - no sig. Pr>F = .138
4	Anova - no sig. Pr>F = .976	Anova sig. at .0001 Pr>F = .0001 UC RE UE	Anova - no sig. Pr>F = .848	Anova - no sig. Pr>F = .071	Anova - no sig. Pr>F = .469
5	Anova - no sig. Pr>F = .876	Anova sig. at .01 Pr>F = .002 UC UE RE	Anova sig. at .0001 Pr>F = .0001 RE UC UE	Anova sig. at .001 Pr>F = .0004 UC RE UE	Anova - no sig. Pr>F = .503
6	Anova - no sig. Pr>.983	No Experimental Condition	Anova - no sig. Pr>F = .253	Anova - no sig. Pr>F = .059	Anova - no sig. Pr>F = .477

UC = Urban Control RE = Rural Experimental UE = Urban Experimental to assume that the materials which had been prepared for Career Development Education have had a level of influence far beyond that expected by chance, and that in certain areas and with certain modules, the experimental evidence of the positive effect provided by these materials was substantial. Some of the conditions which may have affected these results are discussed in the next section of this report.

DISSCUSSION AND RECOMMENDATIONS

Discussion

During the evaluation process, several major problems were encountered which undoubtedly had some effect on the outcomes of the study.

The first major problem encountered was in test construction for the kindergarten, first, second, and third grade levels. It was determined that paper and pencil tests would not be appropriate. It was also recognized that observation and behavior criteria would take a great deal more observation time for each pupil than was available. Therefore, an individual test patterned after the WISC-R was necessary. This test was developed and some pilot studies run in 1976-77. During the 1977-1978 year, the test was put in its final form and testing was started in the control and experimental schools.

The difficulties involved in standardizing the test questions, obtaining proper test items, and in training examiners were not completely surmounted. Item development and testing procedures were limited by project time and funding limitations. The instruments used were reasonably well developed and had face validity with the module materials, but still possessed some deficiencies that can be identified only through extensive use in the field.

There appeared to be a good deal of testing fatigue, both on the part of the students and the examiners in giving tests to the kindergarten, first, and second grades at the pace required to complete the project. Again, this may have added unaccountable error factors.

A second major problem was encountered in the project materials used for career development that deal with the students themselves and their insight into their setting, situation, tastes, interests, feelings, and values. In the development of tests which could be standarized, analyzed, and used in the measurement of the success or failure of the materials to teach what they were supposed to teach, it was found that the outcome objectives and goals had to be altered. While observation of a child's behavior might indicate their preference for an item or their taste or interest, the asking of a question about their taste or interest does not allow verification of the correctness of the answer. It was therefore necessary to ask the student how some other person would feel in a given situation or what some other person's interest might be if he did certain things. The measurement of the skills of the student who interprets another's actions are not always the same skills that are required in understanding their own actions. Therefore, the tests are actually measuring the intended materials in an oblique fashion. This again introduces possible error into the testing and evaluative procedure which might reduce the possibility of obtaining significant results.

There were also problems related to the schools used in the project and the conditions under which the project experiment was conducted. A major problem was the late entry of the project into the school's academic year. The actual teaching of the materials and the conducting of the tests occurred in the second semester of the year. Several of the teachers had their instructional routine set and were extremely concerned about their students learning accountable basic skills. They therefore found it difficult to provide the time necessary for the teaching of this material. In addition, contracts were being reissued and there was a geniune concern over a lack of money for raises, the threat of lay-off of teachers and, in general, a problem of morale in many of the schools. In this setting, teachers were verbally expressing discontent and resentment at being asked to take on the extra responsibility of teaching these modules.

Another problem related to the teachers, was a lack of control over what was actually being taught. There were no funds available to pay the teachers for the extra load which the materials incurred, nor was there time and money available to monitor the actual classroom setting to see that the materials were being taught as suggested in the curricular materials. A general observation of teacher comment and class performance indicated that there was a noticeable effect on the learning of the module materials which related to the attitude the teacher had toward the materials and the project.

A final problem encountered, again relating to the late entry of the project into the schools, was the fact that there was not time to teach all of the module materials for any one class. While the test had been constructed to measure the overall effects of the material, the classroom time available for teaching the material dictated that selected activities within each given module be indicated for the teachers to teach so that there would be consistancy across all experimental groups. (See Appendix B) This meant that only certain activities were actually evaluated in the context of evaluating the entire module. Again, this process would undoubtedly weaken the overall effects of the materials being taught.

The results obtained for this project should be considered by grade and module. It was felt by those taking part in the project that there was little chance of gaining much significance at the kindergarten and first grade levels. As was noted in the results, however, Module 2 was found to be significant for both grades. For the kindergarten group, Module 1 did not have a rural experimental condition, so the comparison was made only between the urban control and the urban experimental group. It was noted that the experimental group did have a higher mean than the control condition, but this was not significant. Modules 3 and 4 showed very little difference between control and experimental groups. For the kindergarten, there were no data available on either rural experimental or urban experimental groups for Module 5.

For Grade 1, as was noted, significant differences were again indicated for Module 2. Module 1 in the first grade did show a mean difference between urban control and urban experimental groups of roughly 2½ points, and gave a probability figure of .21. This difference was in the positive direction. Modules 3, 4, and 5 showed very little difference between control and experimental groups.

Grade two showed a significant difference between the control and the experimental groups for all modules. In Modules 3, 4, and 5, they are highly significant at the .0001 level or better. The materials used in the classrooms in grade two were the same as those used in kindergarten, first grade, and third grade. Only one Module showed significant results in the first and kindergarten grades and none showed significant results in the third grade. The question therefore arises as to why the results were so highly significant for the second grade. Several possible reasons exist. One would be that the materials of the modules are more appropriate to the second grade level. They may well have been constructed to reach the middle of the intended group of K-3, and therefore do a better job with the second grade. It is also possible that the combination of teacher attention, which is still given, and the students' skills and readiness to learn, provide optimal conditions for this material. In the third grade, the student being considered more mature, might be assigned the material that is in the modules for independent study. This may be an inappropriate method of learning for these materials and, therefore, the modules may not appear to be as effective as in the second grade.

The materials analyzed from grade four indicated that extremely significant results were found in Module 2. This difference was obtained between the urban-control and the urban-experimental groups only. The rural-experimental group was not significantly different from the urban-control. This was not an uncommon phenomena in this study. The lack of rural control groups did not enable an adequate evaluation of the changes which occurred in the rural students. There was also an important difference found in Module 4 between the rural-experimental and urban-control groups and the urban-experimental group. The level of significance of the difference was only .07, but when the Duncan Test was applied to the data, the results indicated that there was significance at the .05 level between the urban control and the urban experimental group. However, these results do not conform to normally accepted statistical procedures unless the alpha level had been set at .1, which was not the case for this study. The data on this Module does indicate differences in the direction expected from the teaching of the materials. The analysis of the material for grade five showed, as was reported in the result section, three modules with significant differences. Module 2 data indicated that the control group was significantly different from both experimental groups in the direction expected. Module 3 data showed a different set of results. There was a significant difference found between the rural-experimental group, the urban-control, and the urban-experimental group, with the rural-experimental group having the lowest mean. The two experimental conditions in this set, that of urban-control versus urban-experimental groups, showed significance beyond the .05 level in the Duncan Multiple Range Test for Variance Response. Again the study was hampered by the lack of a rural-control group. It is not known whether the material had not been taught adequately or whether the rural students began at a much lower level and even with the material were not able to obtain the levels of knowledge of the urban-control group. Module 4 data showed another significant result between the urban-control and the urban experimental groups. However, once again the urban-control and the rural-experimental comparison showed no significance. Without rural controls, the gains, if any, made by the rural experimental group are in question.

The sixth grade results showed no significant differences between the experimental and control groups, but in Module 4 a .059 level of probability, which was just beyond the .05 significance level, was obtained. The results of the analysis of the sixth grade were hampered a great deal by the lack of subjects. In only one case was the study of the urban-experimental and urban-control groups possible. This was in Module 1. In Module 2 there was no experimental data available and therefore no comparison was made. In Modules 3, 4, and 5, only the differences between rural-experimental and urban-control groups were analyzed. This was especially disappointing in light of the fact that in many cases where the rural-experimental and the urban-control groups were not significantly different, the real differences obtained occurred when students from similar school situations were compared. As a result, there were not many comparisons in the data available from the sixth grade.

The overall results of this project seem quite positive. Given the negative factors discussed earlier, a significant difference in approximately one out of three comparisons made between the urban-experimental and urban-control groups was still observed. These results, some of them highly significant, were obtained even though all materials could not be taught, due to the time pressure at the end of the school year. Also, there were morale problems among the teachers and there was a definite lack of quality control in the teaching that took place. The error variance, which was induced by these many problems, can not even be estimated. This error variance could be large and tend to obscure lesser but significant changes induced by the teaching methods and the materials.

The lack of a rural-control group makes it difficult to draw many direct conclusions. However, it should be noted that in only a few instances was the mean of the rural-experimental group above the urban-experimental group, and in most cases, the ~~urban~~ rural-experimental group was close to the urban-control group in mean value. It should be safe to assume that a rural-control group mean would have been no greater than and probably less than the rural-experimental group mean. Therefore, all comparisons which show the rural-experimental group mean to be significantly greater than the urban-control mean would seem to be a valid comparison of the effect of the materials upon these students. Visual observation of the data clearly indicates that the mean scores obtained were not by chance. In only three cases out of thirty-two did the urban-experimental group have the lowest obtained mean. In each of these three cases, the difference between the mean of the urban-experimental group and the urban-control group was found to be less than the standard error of measurement obtained in either of the compared groups. This fact in itself would indicate that the materials presented in the classroom had a definite affect on the knowledge of the students who had been exposed. In the situation where the materials had no effect upon the students at all, one would have expected to find chance positioning of the three groups. As has been shown, this was not the case.

In summary, it appears that the materials of the Missouri Career Education Curriculum Project had a positive effect upon the students. The incorporation of these materials into a full school year at all levels should show even greater positive results, especially if the entire school system were using the materials in a positive and step-wise creative way.

Recommendations

It is recommended that the test materials developed for this project be incorporated into the instructional Modules for the availability of the teachers. If any further examination of this material is to be made, it is recommended that it be done in schools which have been participating in the program over an entire school year using the entire range of materials available to them, including the tests. It is further suggested that a final test be developed for the end of the school year so that schools participating and schools not participating could be compared. Further evaluation of the kindergarten and first grade students should be postponed. This is primarily because of the difficulty in testing this level and the time and expense that is necessary to obtain reliable results.

The modules should be updated and revised if they are to be utilized so that they are not time-bound or stilted. There may need to be a further examination of the break, as it now appears, between third and fourth grade, with the possibility of changing that break so that the modules are taught for the kindergarten, first, and second grade, with the third grade to be included in the fourth, fifth, and sixth grade modules.

APPENDICES

APPENDIX A

Discussion and Recommendations for Test Revision

During the testing phase, the administrators became aware of some changes that might add clarity and, at the same time, simplify the testing procedure. Most of these discrepancies were related to the differences in ways a child might perceive or understand word meanings or items. In some cases, changes in the directions seemed in order. In others, the addition of correct responses to the list of those acceptable seemed appropriate. A few of the tests seemed to need complete revision, either because they were potentially ambiguous, or in some cases, did not seem to measure what was intended.

More improvements were reccommended for the K-1 tests than for those at higher levels. A possible factor in accounting for this might be the wide gap in cognitive levels between the test constructors and the K-1 subjects. Another possible contributor might be the difficulties encountered in writing a test that has to be administered orally and individually. In some cases, the difficulty seemed to lie in trying to test subjective material that doesn't lend itself easily to objective testing.

The recommended changes for the Evaluators' Manual, K-1 Developmental Level are as follows:

MODULE 1:1a

Most students were able to name some basic feelings with no, or only minor, explanations of the word "basic". They were usually unable to name feelings other than the basic ones. It is recommended that items three and four be shortened to read:

3. Can you name a feeling other than happy, sad, scared, or mad?

4. Can you name one more?

MODULE 1:1b

Evaluators' Instructions: We recommend that the "Special Instruction" be changed from giving the cards in alphabetical order to random order.

The demonstration card for "mad" should appear more obviously angry.

MODULE 1:2a

The choices of causes for feelings seem ambiguous and to cause some conflicts for the students. The cause for feeling happy is the only one that is clear. It is recommended that this test be completely revised.

MODULE 1:3a

Directions: We recommend elimination of the example and adding "first in a way that would not get you into trouble, and second in a way that would" to the last sentence.

It is recommended items 3 and 5 be changed so that the feeling response seems more appropriate to the situation.

It is recommended the list of acceptable responses is not inclusive and should have other responses added.

MODULE 1:4a

It is recommended the test title be changed to be more in line with the purpose of the test.

On item 2, the feeling and the effect shown should be more congruent.

The lists of acceptable responses should be increased.

MODULE 2:1b

Use of the word "taste" seems to obscure the purpose of the test, which is to determine the learner's awarenesses of personal preferences. It is recommended the items be rewritten to eliminate "taste".

MODULE 3:2b

It is recommended the pictures be redone to be more attractive.

It is further recommended the given example of collecting money for UNICEF be replaced by one that more children are familiar with.

MODULE 4:2a

On items 3 and 4, "math, reading, etc." should be added to acceptable responses, as students and teachers both refer to them as "work".

MODULE 4:2c

It is recommended the items be changed to be more relevant to the general population and more comprehensive in covering types of settings.

The recommended changes for the Evaluators' Manual, 2-3 Developmental Level, are as follows:

MODULE 1:1a and 1:1b

This test is identical to the test for K-1 Developmental Level. Refer to K-1 Level for recommended changes.

MODULE 1:2a

Some of the distractors seem too obvious, making the test too easy. It is recommended this be revised.

MODULE 1:3a and 1:4a

These tests are identical to K-1 Developmental Level. Refer to K-1 Level for recommended changes.

MODULE 2:1a

The value of this test as a valid measure is questionable. It is recommended that this exercise be added to the list of possible activities in the teaching materials and eliminated from the evaluation instrument.

MODULE 2:1b

Refer to changes for 2:1a, as the recommended changes are the same.

MODULE 2:2a

The administration of this test was quite time consuming. We feel that the number of items could be decreased without affecting the discriminating value.

MODULE 3:2a

As a result of choosing between dichotomous categories, this test seemed to have little value as a discriminator. It is recommended the test be revised.

MODULE 3:2b

As many of these same roles are tested in K-1 Level, it is suggested to add variety that different roles be substituted.

MODULE 3:3a

The recommended changes for 3:2b are applicable here.

MODULE 3:4a

The special instructions and example on this test apparently were confusing to the teachers who administered their own tests. In some cases, students used each picture only once and left the other statements blank. We recommend eliminating the second statement from the example and incorporating the special instructions into the test directions.

MODULE 4:4a

The directions should be more explicit. We also recommend the items be rearranged to avoid having three consecutive answers in the same column.

MODULE 5:1a

Refer to K-1, as the recommended changes are the same.

MODULE 5:1b

Refer to K-1, as the recommended changes are the same.

MODULE 4:1b

We question the indicated correct responses, as some of the other reasons seem equally valid.

MODULE 4:2a

This test seems to be too easy.

The recommended changes for the Evaluators' Manual, 4-6 Developmental Level, are as follows:

MODULE 1:2b

It is recommended the column heading "Others can expect you to do this:" be changed to "It is your responsibility to:"

MODULE 1:3a

We question whether the qualities being expressed in paragraphs one and four are clearly conveying loyalty and genuineness.

MODULE 1:4a

We recommend the word "things" in the directions be changed to read "characteristics." The last two sentences of the directions could be eliminated without effecting clarity.

The heading "Words" should be changed to "Characteristics."

MODULES 2:2b and 2:3a

The number of true items is 7, compared to only 2 false.

Item 7, as it reads, seems to contradict items 5, 8, and 9. We recommend changing it to read "Sometimes you can develop new interests by trying...."

MODULE 3:2a

Add to the directions that more than one column can be checked.

Appendix B

Minimal Number of Activities Suggested to Teach Prior to Testing the Learning Sequences in Each Module for Level K-6

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL K-3

Module 1: You + Others = ???

Learning Sequence	Activities
1	2,4,6
2	2,3,4
3	1,3,4,8,9
4	1,2,3,4,5

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL K-3

Module 2: What Do You Like? What Do You Do?

Learning Sequence	Activities
1	1,2,4
2	1,2,3

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL K-3

Module 3: You: Who... Where... When...

Learning Sequence	Activities
1	3,4,12,13
2	1,2,4
3	2,3,4

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL K-3

Module 4: You At Work: Who... Where... When...

Learning Sequence	Activities
1	1,2
2	3,4
3	2

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL K-3

Module 5: You Can Decide

Learning Sequence	Activities
1	1,2,3,4,6

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL 4-6

Module 1: You + ??? = Friendship

Learning Sequence	Activities
1	5
2	2,4
3	1,2,3
4	1,3,4
5	1,5
6	1,2,3,4,8

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL 4-6

Module 2: You and New Things to Do

Learning Sequence	Activities
1	1
2	1,2
3	3

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL 4-6

Module 3: You: Who... Where... When...

Learning Sequence	Activities
1	1,2,4,5
2	3,4
3	2

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL 4-6

Module 4: You at Work: Who... Where...When...

Learning Sequence	Activities
1	3,4
2	2,4
3	2,3,4

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

MINIMAL NUMBER OF ACTIVITIES SUGGESTED TO TEACH PRIOR TO TESTING THE LEARNING SEQUENCES IN EACH MODULE FOR LEVEL 4-6

Module 5: You and Your Choices

Learning Sequence	Activities
1	1
2	1
3	4

Note: These activities are to be taught prior to testing this module. After testing the module other activities may be taught.

Appendix C

Evaluators' Manuals for the Career Education Curriculum Project Evaluation

EVALUATORS' MANUAL

for the

CAREER EDUCATION CURRICULUM PROJECT

EVALUATION

K-1 Developmental Level

Missouri Evaluation Projects
University of Missouri
Columbia, Missouri
January, 1978

Earl J. Moore, Co-Director
Frank E. Wellman, Co-Director

INTRODUCTION

Purpose

The purpose of the tests that follow is to determine how well the activities suggested in each Module of the Career Education Curriculum Project appear to teach the stated Objectives for that Module.

Evaluators' Manual

This Manual has been provided so that teachers evaluating their career education activities might obtain maximum information. Since, over a period of time, many individuals might be involved in this process, this Manual attempts to supply both a standarized method of administering and scoring the tests and an easy reference for evaluating the student's progress. In addition, this Manual is constructed so that the evaluator can identify the Outcomes these tests measure in terms of the stated Objectives of the CECP Modules.

Format of Manual

The tests and related materials incorporated into this Manual are arranged around the five CECP Modules. These tests are intended to evaluate the Objectives from the Modules and not specific activities or exercises. However, it was not possible to formulate tests for every Objective; therefore, not every Module is evaluated in its entirety.

The Goals and Objectives that are being evaluated for each Module are listed on the yellow pages. The Goals and Objectives are directly related to the Modules, but are not always identical to them. In some cases, for the sake of clarity and consistency, they have been rewritten. The Outcomes that are listed on these pages have been developed specifically for the evaluation process so that the evaluator can determine the specific nature of the performance that is required.

Evaluators' Instructions for the tests are printed on blue paper; these precede the tests for each Module and include:

- Outcome statement
- Test title
- Purpose of the test
- Special instructions

The actual tests are printed on white paper. These pages include the directions which the evaluator should read to the students and the actual test questions. In addition, on the white pages, the evaluator will find that:

- Correct answers are indicated
- Scoring instructions are included
- The total possible score is stated

This format has been adopted to simplify the administration and scoring of the tests. Before a test is administered, the evaluator should become quite familiar with the material on the yellow and blue pages. This information should be used to select the tests that will be used and to inform the evaluator of the testing procedures to be followed in administering the test. The separation of the actual test and its instructions from the other material allows the evaluator, when administering individual tests, to rely on the white pages only and eliminates the need to refer to other sections of the Manual. The material is so arranged that in most cases it is preferable to test a student on an entire Module at a time.

Coding used in Manual

Each Module has been numbered and coded for convenience in referring to it. For the Developmental Level K-3 Modules, the following numbers apply to the corresponding titles.

1: You + Others = ???
2: What Do You Like? What Do You Do?
3: You: Who...Where...When...
4: You At Work: Who...Where...When...
5: You Can Decide

The number following the Module number refers to the Objective being measured; the letter following the Objective number refers to the Outcome being measured. Thus:

3: 1.c

refers to Module Three (You: Who...Where...When...), Objective One, Outcome C.

This code is used throughout the Manual and on the Student Answer Book.

Recording Answers

Student Answer Books are provided to record the child's responses to test items. While the tests may be scored as they are administered, some evaluators may prefer to record the response and score them at a later time. A full recording of the child's responses permits a subsequent evaluation and a fuller consideration of them.

In the Student Answer Book, space is provided to record the child's responses. The evaluator can then compare these responses to the scoring norms provided in either the test pages or on the blue pages of this Manual. When evaluators score a student's response without recording the response, they should be very familiar with the scoring norms. For multiple choice type items, either the answers or code letters are printed in the Answer Book. The evaluator should circle the answer chosen by the student. On this type test, an asterisk is used to indicate the correct answer.

A total score is obtained for each of the tests. These test scores can then be scored on the front of the Student Answer Book which serves as a summary score sheet for the individual child. Since the tests may be given over a period of time, this allows the teacher to refer back to all the test performances of the child. Class summary sheets are also provided on which the scores can eventually be recorded and used for comparative purposes.

General Test Administeration

1. Because of the particular difficulties in testing at this age level, these tests are intended to be administered individually.

2. It may be necessary for teacher's aides or older students from another grade to read the test to these younger students. If this is the case, special care should be taken in making sure they understand the test and their role in it.

3. Be prepared to clarify each item. It may be necessary for you to take the test yourself before giving it to the children.

4. Be certain that each answer book has the name of the student being tested on it.

5. When special materials are needed for testing, i.e., card sort, make sure the set remains intact after each administration.

6. Directions for each test are included on each Test Page. These instructions may be varied to guarantee that the students understand them. Give them specific instructions as to what they should do when they do not understand directions or a word. Example: "If you do not understand the directions or a word that I read to you, I want you to tell me you don't understand."

7. Evaluators may question a child's response in order to increase the accuracy of the student's response or to achieve a better understanding of it. This should be done in a way that does not imply to the student there is a

better answer. Questioning is allowed to clarify a student's answer and not to merely improve the score.

Developmental Level K-1

1: You + Others = ???

GOAL: The learner will understand the transactional strategies of self and others.

OBJECTIVE 1: The learner will identify feelings.

OUTCOMES: The learner will be able to:
- a. name basic and composite feelings
- b. recognize basic feelings.

OBJECTIVE 2: The learner will identify causes of feelings.

OUTCOMES: The learner will be able to:
- a. match causes with specific feelings.

OBJECTIVE 3: The learner will be aware of ways of responding to feelings.

OUTCOMES: The learner will be able to:
- a. recognize appropriate/inappropriate responses to feelings.

OBJECTIVE 4: The learner will identify the effect individuals have on each other.

OUTCOMES: The learner will be able to:
- a. recognize how people respond to the behavior of others.

Evaluators' Instructions

1: You + Others = ???

1: 1.a. The learner will be able to name basic and composite feelings.

Test title: Feelings

Purpose: This test is to determine the learner's awareness of the vocabulary used in discussing feelings.

1: 1.b. The learner will be able to recognize basic feelings.

Test title: Feeling Card Sort

Purpose: This test is to determine the learner's understanding of basic feelings by having him/her identify the basic feelings represented in each picture of the card sort.

Special instructions: Before administering the card sort, check to make sure it is complete. The materials include: four pictures of clowns on white cards, four demonstration cards printed on yellow, and 24 test cards printed on white. Copies of these pictures are found following the test.

Each of the cards is coded on the back for scoring purposes and for order of presentation. Before giving the students the test cards, the evaluator should order the cards by alphabet (A,B,C, etc.)

Record the sort in the Answer Book by listing the number of the cards that the child included in each of the four categories. The child's sort can then be compared to the norms included on the Test Page.

Feelings

Directions: The following is read to the student.

1. I want you to think of words that are the name of basic feelings. Tell me a basic feeling.
(Record response)

2. Now, tell me another basic feeling.
(Record response)

3. This time I want you to think about words that are the names of feelings besides the basic ones of happy, sad, mad, and scared. I want you to tell me words that are the names of these other feelings. Tell me the name of another feeling.
(Record response)

4. Once more, I want you to tell me the name of one more feeling that is not a basic feeling.
(Record response)

Possible responses:

	1-2	3-4	
CREDIT ONE POINT	- happy - scared - frightened - sad - mad - angry	- miserable - surprised - sick - puzzled - grumpy - bashful - excited - feeling special(O) like somebody likes you	- hurt - glad - lonely - funny - terrible - sorry - friendly
NO CREDIT	- unhappy - good - bad - quiet - loud - hurt - pain	- unhappy - kind of happy - kind of sad - good - bad - just right - a birthday soon - crying - shy	

Scoring: 1 point for each acceptable response.

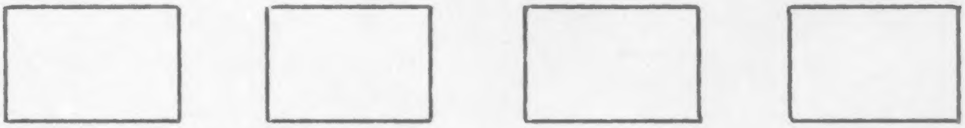
Possible: 4

1: 1.b

Feeling Card Sort

Directions:

1. Give the child the four clown cards. Direct him/her to place the cards side by side in front of him/her in a row:



2. Instruct the child to identify how each clown feels. Doing this by having the child point to each clown as you say:

   Show me which clown is feeling happy.

   Show me which clown is feeling sad.

   Show me which clown is feeling scared.

   Show me which clown is feeling mad.

   Tell the child "Right" after each correct match. Correct and explain mistakes the child makes before going on.

3. Give the child the four demonstration cards printed on yellow. Ask the child to look at each picture, decide how the person feels and place the picture under the clown who feels the same way.

   Tell the child "Right" after each correct match. Correct and explain mistakes.

4. When the child understands and completes the demonstration, give him/her the test cards printed on white and ask him/her to sort the cards by placing each under the clown who feels the same way. Indicate to the child that there can be more than one for each clown and that if he/she can't decide on one, to put it on the bottom and go on. Give the child no further indications of right or wrong matches.

Acceptable responses:

Happy category: Cards indicated by the numbers H1-6 inclusive

Sad category: Cards indicated by the numbers Sa1-6

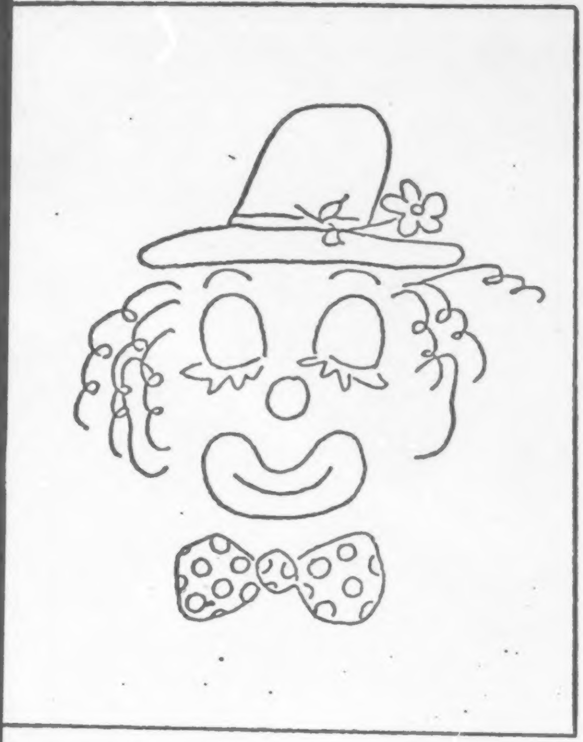
Scared category: Cards indicated by the numbers Sc1-6 inclusive

Mad category: Cards indicated by the number M1-6 inclusive

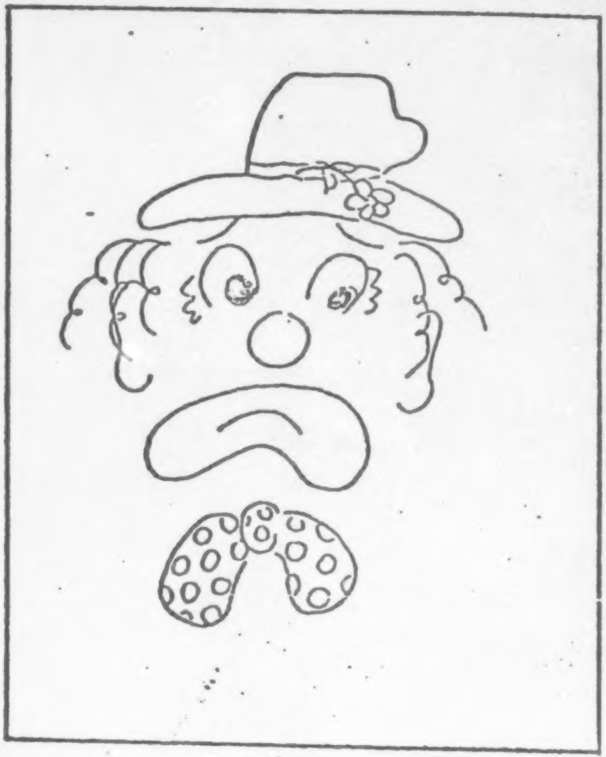
Scoring: 1 point for each correct placement of a picture.

Possible: 24

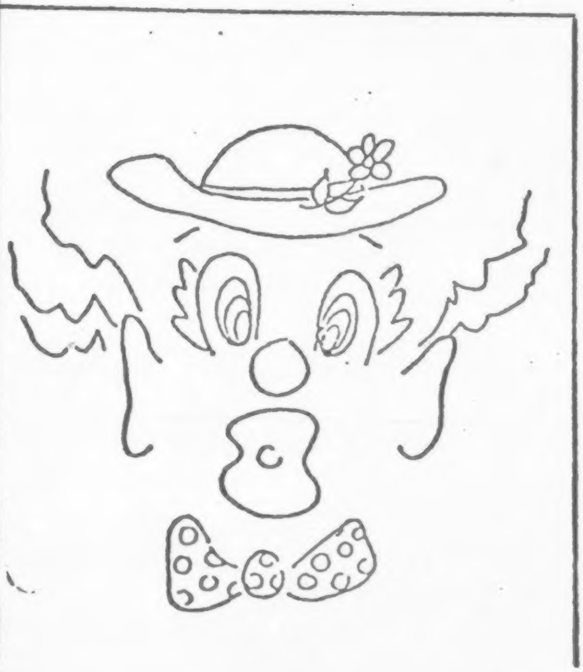
Clown Pictures

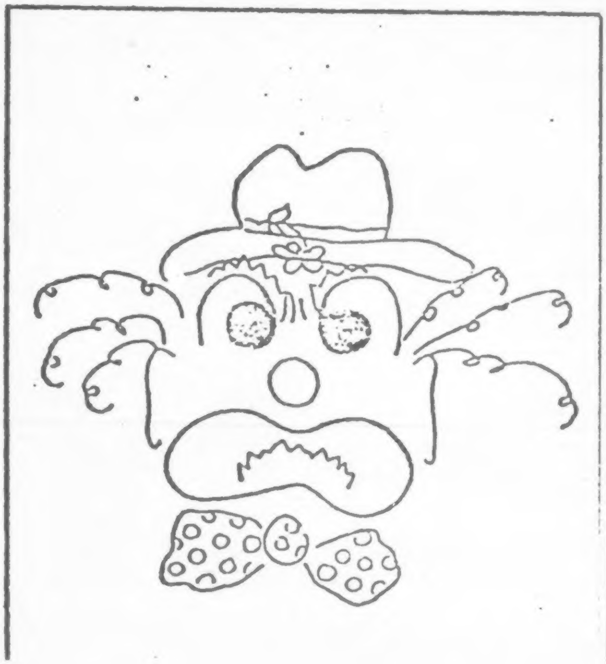


Happy (H)



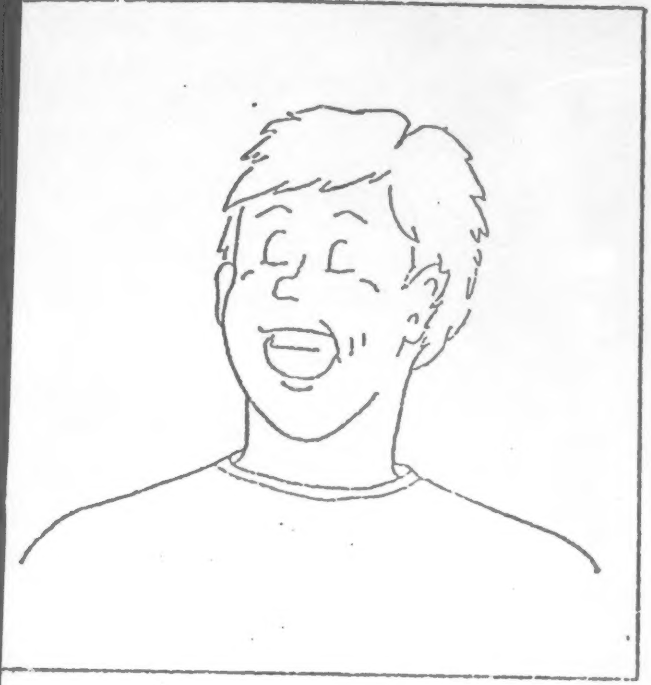
Sad (Sa)



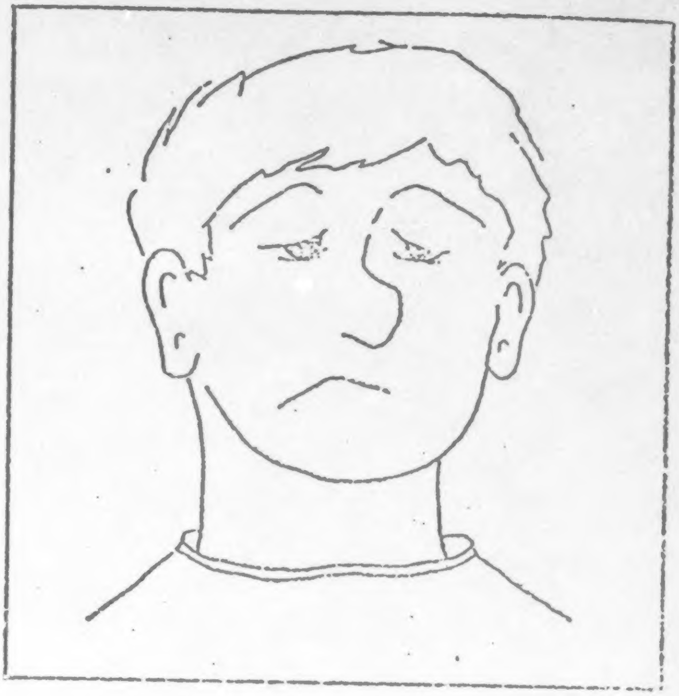


1: 1.b

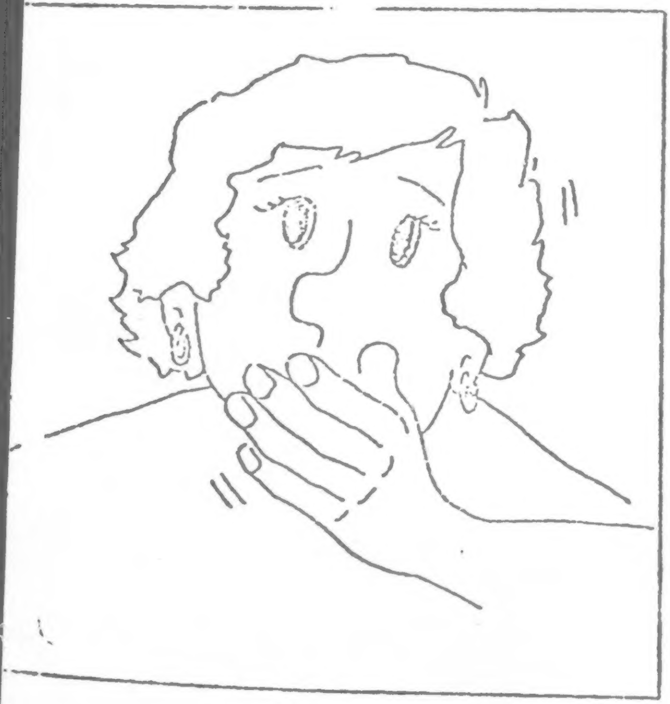
Four Demonstration Cards



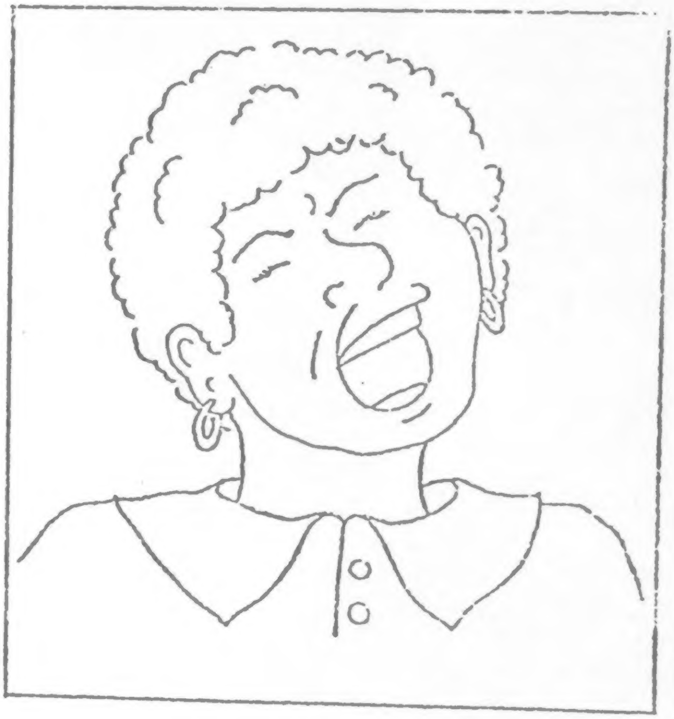
Happy (H)



Sad (Sa)

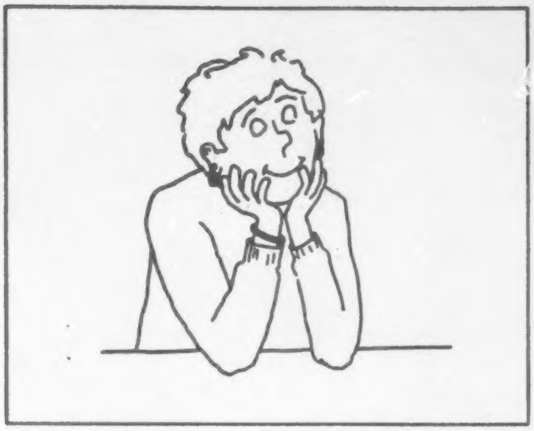


Scared (Sc)

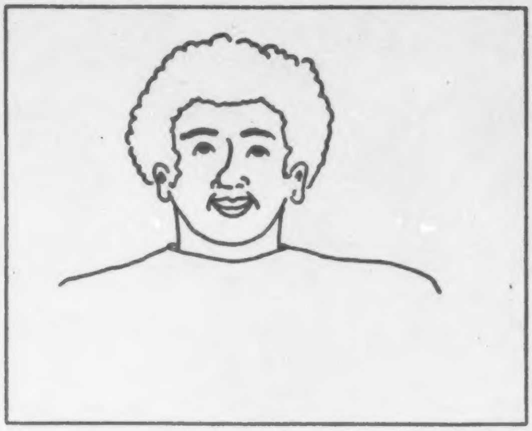


Mad (M)

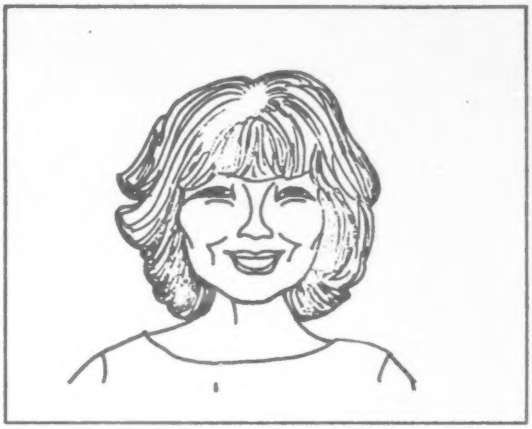
Six Happy Cards



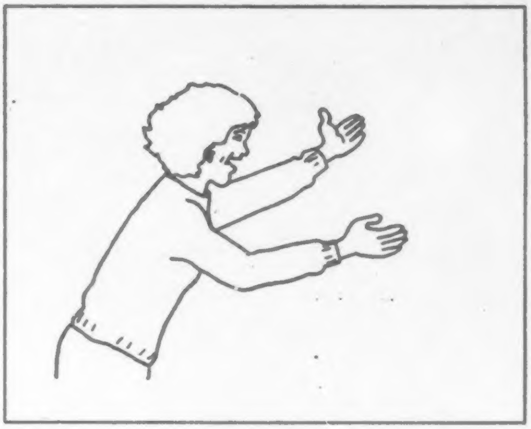
H-1 order M



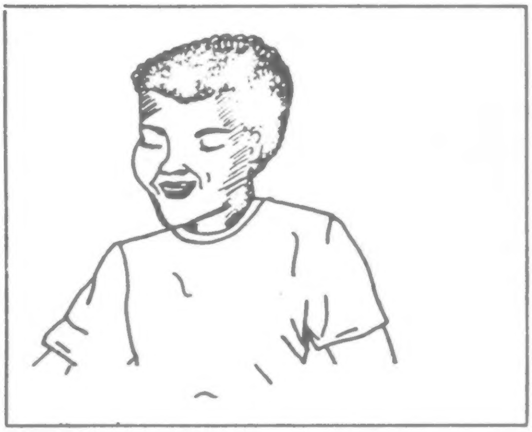
H-2 order W



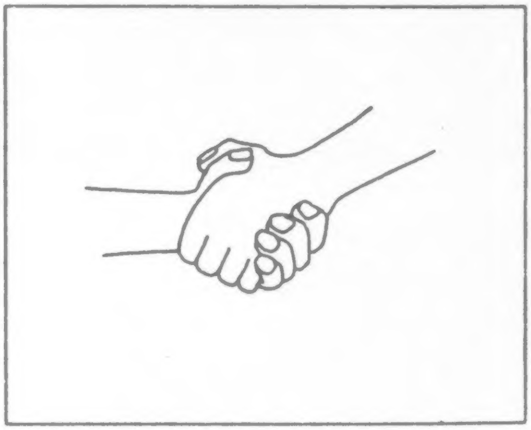
H-3 order A



H-4 order X

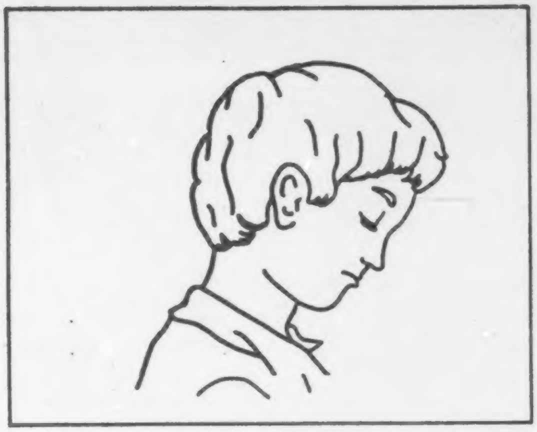


H-5 order I

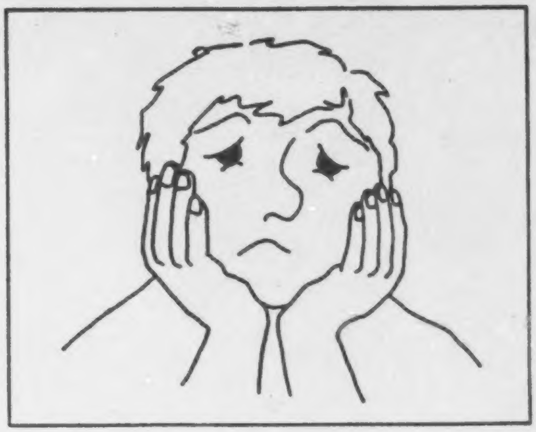


H-6 order T

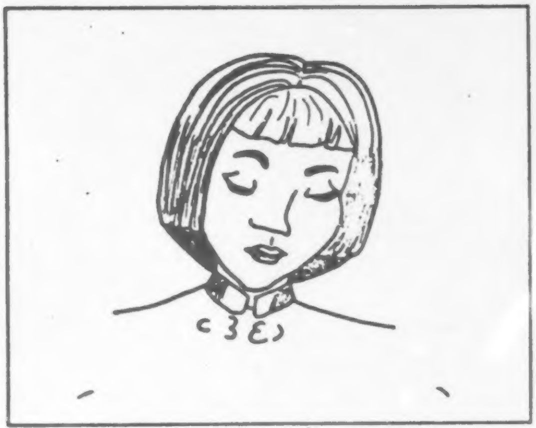
Six Sad Cards



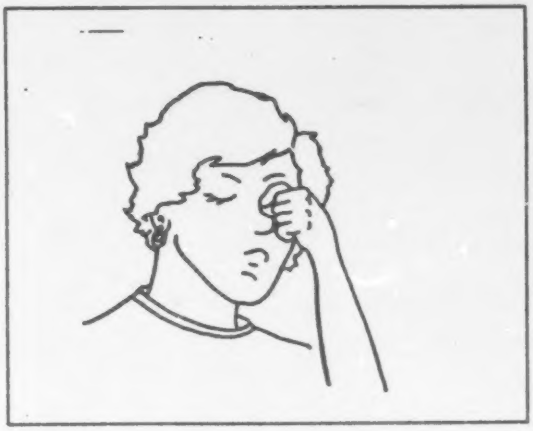
Sa-1 order J



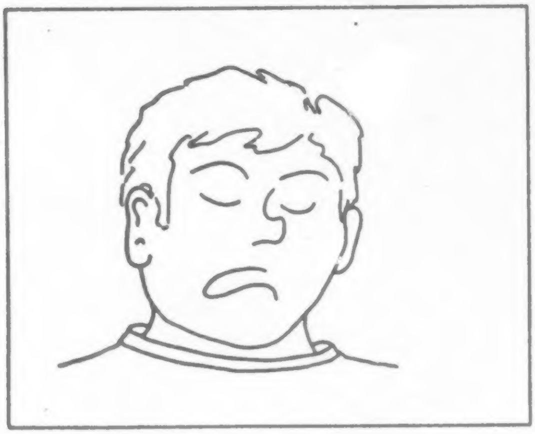
Sa-2 order O



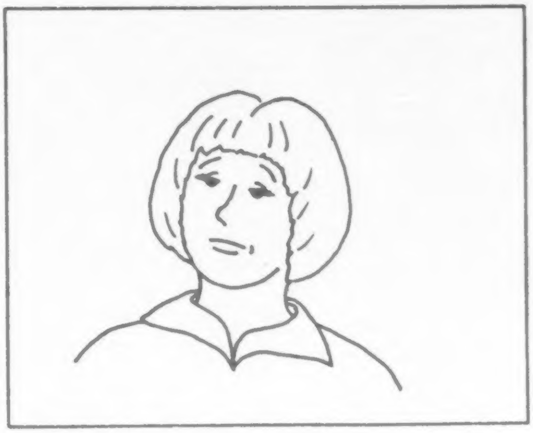
Sa-3 order V



Sa-4 order S

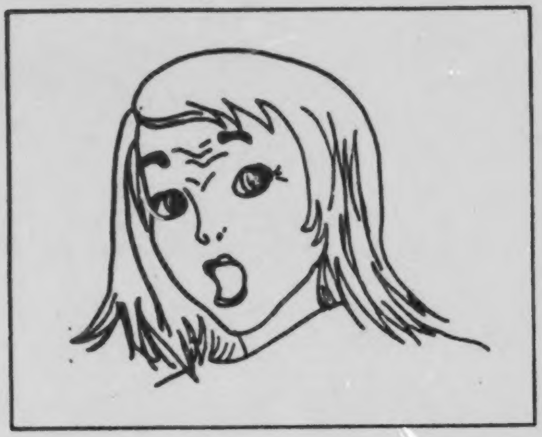


Sa-5 order F

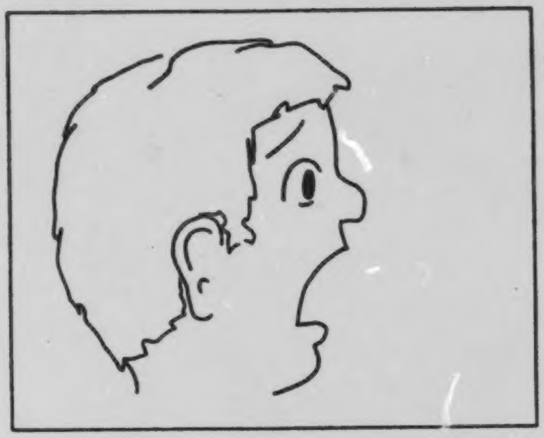


Sa-6 order C

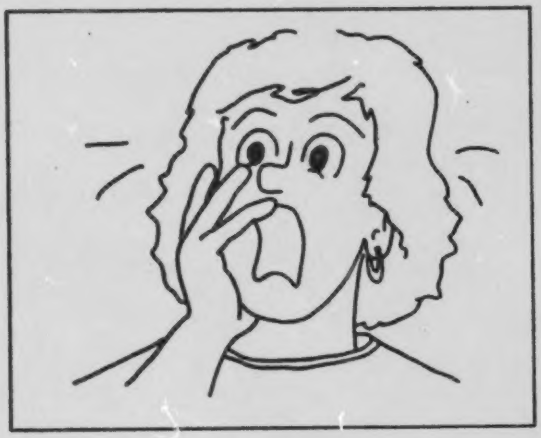
Six Scared Cards



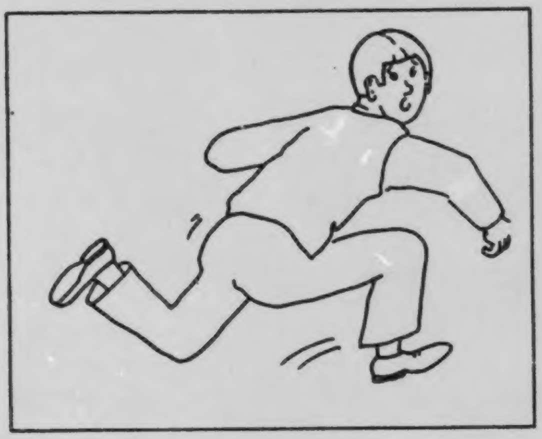
Sc-1 order R



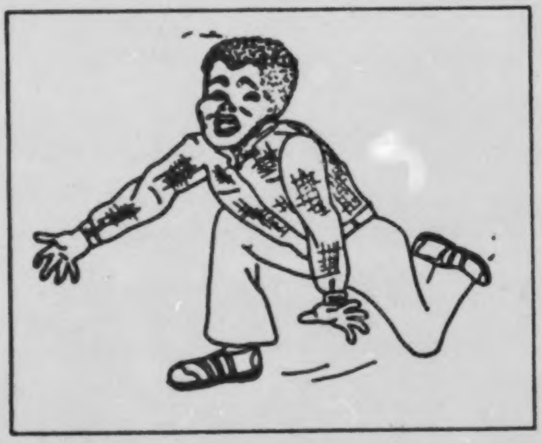
Sc-2 order G



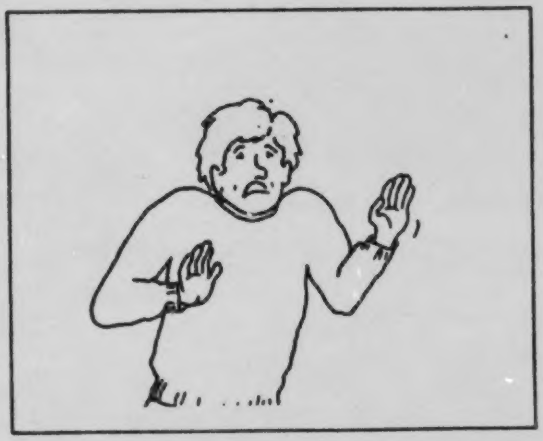
Sc-3 order V



Sc-4 order B

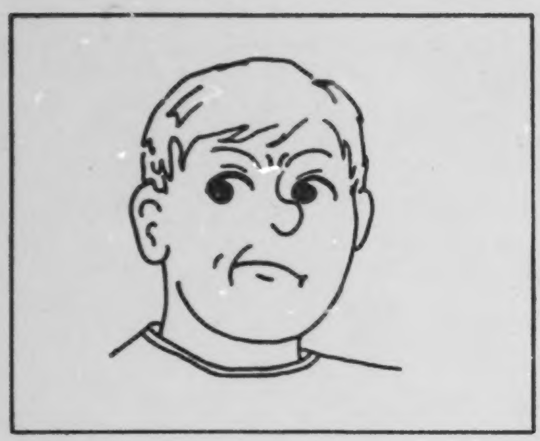


Sc-5 order X

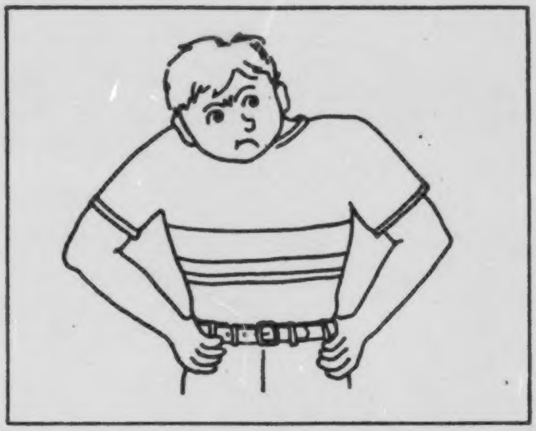


Sc-6 order D

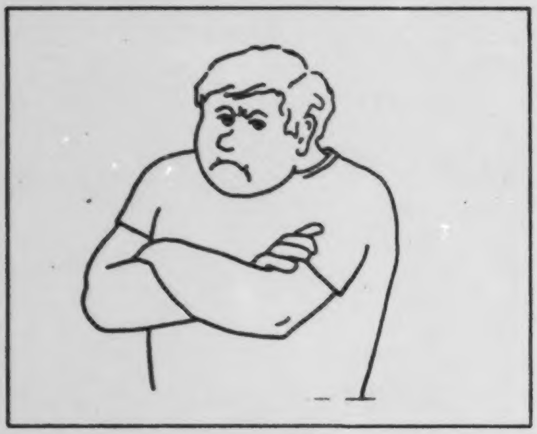
Six Mad Cards



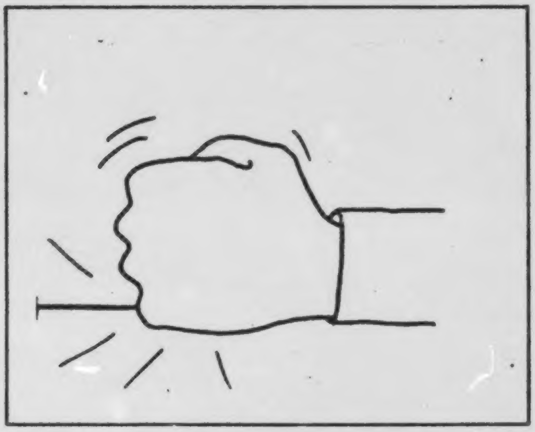
M-1 order Q



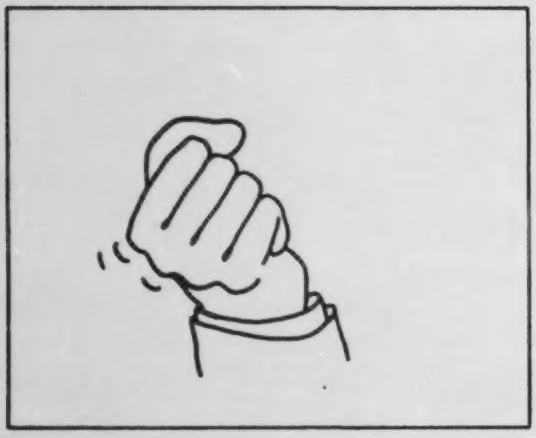
M-2 order H



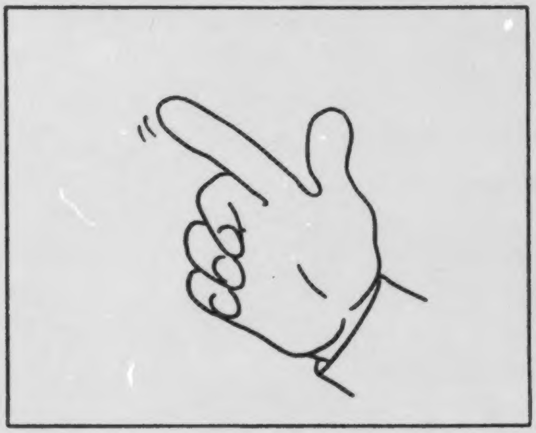
M-3 order N



M-4 order L



M-5 order E



M-6 order P

Evaluators' Instructions

1: 2.a. The learner will be able to match causes with specific feelings.

Test title: Causes of Feelings

Purpose: This test is to determine the learner's understanding of the relationship between causes and feelings by having him/her identify feelings which can result from specific causes.

1: 3.a. The learner will be able to recognize appropriate/inappropriate responses to feelings.

Test title: Showing Feelings

Purpose: This test is to determine the learner's knowledge that there are many ways to respond to feelings by having him/her identify ways others can respond to feelings when given examples of other's feelings and the causes of those feelings.

Special Instructions: In this test, the student is given four situations and asked to recognize feelings which can result from these. In each instance, both an appropriate and inappropriate response is sought. The way the directions are worded, the appropriate response is called for first. If the child supplies an inappropriate response first, when asking for the alternative response, the wording should be changed so that the appropriate response is called for. This change should be indicated in the Answer Book.

1: 4.a. The learner will be able to recognize how people respond to the behavior of others.

Test title: Understanding Others

Purpose: This test is to determine the learner's knowledge that individuals have an effect on each other by having him/her identify ways people respond to others when given examples of how others feel and how they react in response to those feelings.

1: 2.a

Causes of Feelings

Directions: The following is read to the student.

> I want to find out what can cause you to feel certain ways. I will give you the name of a feeling and then read some things that could make you feel that way. I want you to choose the thing that can cause that feeling.

1. Something that can really make you feel sad is:

    (a) losing a game

    (b) somebody calling you a bad name

    (c) seeing a firetruck pull up to your house

    (d) having someone tell you that you did a good job

    Which one can make you feel sad? (Record response)

2. Something that can really make you feel happy is:

    Repeat (a) to (d) from above.

    Which one can make you feel happy? (Record response)

3. Something that can really make you feel mad is:

    Repeat (a) to (d) from above.

    Which one can make you feel mad? (Record response)

4. Something that can really make you feel scared is:

    Repeat (a) to (d) from above.

    Which one can make you feel scared? (Record response)

Acceptable responses:

1. a 2. d 3. b 4. c

Scoring: 1 point for each acceptable response.

Possible: 4

Showing Feelings

Directions: The following is read to the student.

When people feel some way like happy or sad they usually do something to show how they feel. For example, when something happens to make me feel real happy I usually clap my hands or laugh. What do you usually do when you feel happy about something?

I am going to tell you how someone feels when something happens. I want you to tell me the ways that person might act to show his or her feelings.

1. John feels mad when someone pushes him in line. Tell me what John could do to show he was mad in a way that would not get him in trouble. (Record Response)

2. Tell me what John could do to show his feeling but get in trouble because of it. (Record Response)

3. Fran feels unhappy when she does not get her turn in a game. Tell me what Fran could do to show she was unhappy in a way that would not get her in trouble. (Record Response)

4. Tell me what Fran could do to show her feeling but get in trouble. (Record Response)

5. Henry feels afraid when he is late for school and has to come into the room with everyone seated. Tell me what Henry could do to show he was afraid in a way that would not get him in trouble. (Record Response)

6. Tell me what Henry could do to show his feeling but get in trouble. (Record Response)

7. Amy feels excited when she knows the class is going on a field trip. Tell me what Amy could do to show she was excited in a way that would not get her in trouble. (Record Response)

8. Tell me what Amy could do to show her feeling but get in trouble because of it. (Record Response)

Acceptable repsonses:

1. tell the person he is angry and to go to the end of the line; tell the person in authority what happened

2. fight, push back, yell, pinch, hit

continued on next page

3. tell the game leader she did not get her turn, start a new game with her friends.

4. cry, push in front of someone in the game, blame a child in the game

5. walk in and take his seat, tell the teacher why he is late, wait until the class is moving to an activity to go in the room

6. not go to school, hide, sneak in

7. tell the teacher she is excited, ask the teacher if they could discuss the trip, plan to talk about the trip with friends at recess

8. get out of her seat, talk to friends about the trip during class, disrupt the class, hurt abother person

Scoring: 1 point for each acceptable response.

Possible: 8

Understanding Others

Directions: The following is read to the student.

> Now I am going to tell you how a person feels and what that person does to show the feeling. I want you to tell me what other children might do.

1. Jane feels mad and says a bad word. What might others do when Jane does that? (Record response)
2. Mike feels disappointed and slams his desk. What might others do when Mike does that? (Record response)
3. Emma feels sad and cries. What might others do when Emma does that? (Record response)
4. Glenn feels happy about something and tells his classmates. What might others do when Glenn does that? (Record response)

Acceptable responses:

1. stay away, act just like her
2. get quiet, wait to see what the teacher did, look at him
3. make her feel better, comfort, talk to her, find out what was the matter
4. smile, act just like him, get jealous, laugh, tell him they are glad he is happy

Scoring: 1 point for each acceptable response.

Possible: 4

Developmental Level K-1

2: What Do You Like? What Do You Do?

GOAL: The learner will identify the interests and tastes of self and others and understand their influence upon activities.

OBJECTIVE 1: The learner will be aware of his/her personal interests and tastes.

OUTCOMES: The learner will be able to:

a. name three personal interests
b. name three personal object choices to indicate taste.

OBJECTIVE 2: The learner will be aware of the interests and tastes of others.

OUTCOMES: The learner will be able to:

a. identify another person's interests
b. identify another person's tastes.

OBJECTIVE 3: The learner will be aware of the influence of interests on activities.

OUTCOMES: The learner will be able to:

a. recognize the influence of interests on activities.

Evaluators' Instructions

2: What Do You Like? What Do You Do?

2: 1.a. The learner will be able to name three personal interests.

Test title: Your Interests

Purpose: This test is to determine the learner's awareness of interests by having him/her name several interests of self.

Special Instructions: For this age group, interests as used in the Module, are identified with activities. When administering this test, if the student lists objects as interests, the evaluator should attempt to focus the child on activities. This can be done by repeating to the child, you are looking for things he/she likes to do and giving an example similar to the one given in the test. This procedure should be used only once. Questioning for clarification is permissible.

2: 1.b. The learner will be able to name three personal object choices to indicate taste.

Test title: Your Tastes

Purpose: This test is to determine the learner's awareness of tastes by having him/her name several of their tastes.

Special Instructions: For this age group, tastes as used in the Module, are identified with preferences for objects. This can also include those qualities which normally are used to describe objects, such as color and pattern. However, when administering this test, do not accept more than one response of a kind. For example, if the child responds with "a striped shirt", for the first response, and then says "a flowered shirt", accept only one "shirt" response. Encourage other responses by telling the child, "OK, ________ is one of your tastes, but can you tell me something besides a ________ which also shows your taste". This procedure should be used only once. Questioning for clarification is permissible.

Your Interests

Directions: The following is read to the student.

1. I want you to think about some things you like to do - things that you are interested in. For example, I like to read books, so I am interested in reading. Tell me something that you are interested in. (Record response)
2. Now, tell me something else you are interested in. (Record response)
3. Once more, I want you to tell me the name of one thing you are interested in. (Record response)

Acceptable responses:

At this level, interests are identified with activities so the student should respond with activities like playing ball, coloring, collecting rocks, playing the piano, etc. Use your own judgment but do not accept objects as interests. Questioning is permissible.

Scoring: 1 point for each acceptable responses.

Possible: 3

Your Tastes

Directions: The following is read to the student.

1. I want you to think about some things you have or things you would like to have - things that show your taste in choosing what you want. For example, I like jewelry (rings) so I have a taste for them. Tell me something that you have that shows your taste. (Record response)

2. Now, tell me something else that you have that shows your taste. (Record response)

3. Once more, I want you to tell me the name of one more thing that shows your taste. (Record response)

Acceptable responses:

Tastes are identified with objects at this level. The response should be object name or categories like color or pattern. Do not accept more than one response in a category but encourage others. Questioning is permissible.

Scoring: 1 point for each acceptable responses.

Possible: 3

Evaluators' Instructions

2: 2.a. The learner will be able to identify another person's interests.

Test title: Others' Interests

Purpose: This test is to determine the learner's awareness of others' interests by having him/her name several interests others have.

Special Instructions: If this test is not administered in close proximity to 2: 1.a, the evaluator should attempt to include some example of what constitutes an interest.

The special scoring instruction of 2: 1.a apply to this test.

2: 2.b. The learner will be able to identify another person's tastes.

Test title: Others' Taste

Purpose: This test is to determine the learner's awareness of others' tastes by having him/her name several tastes others have.

Special Instructions: If this test is not administered in close proximity to 2: 1.a, the evaluator should attempt to include some example of what constitutes tastes.

The special scoring instructions of 2: 1.a apply to this test.

2: 3.a. The learner will be able to recognize the influence of interests on activities.

Test title: What You Like

Purpose: This test is to determine the learner's understanding of the relationship between interests and activities by having him/her identify activities and interests which can result from specific causes.

Others' Interests

Directions: The following is read to the student.

1. You have told me some things that you are interested in. Now I want you to tell me some things that someone in your family or your best friend might be interested in. Tell me something that someone in your family (or your friend) is interested in. (Record response)
2. Tell me something else that your best friend (or a member of your family) could be interested in. (Record response)
3. Once more, I want you to tell me the name of one more thing that some other person could be interested in. (Record response)

Acceptable responses:

At this level, interests are identified with activities so the student should respond with activities like playing ball, collecting, etc. Use your own judgment but do not accept objects as interests. Questioning is permissible.

Scoring: 1 point for each acceptable response.

Possible: 3

Others' Tastes

Directions: The following is read to the student.

1. You have told me some things that show your taste. Now I want you to tell me some things that show the taste of someone in your family or your best friend. Tell me something that someone in your family (or your friend) has that shows his or her taste.
(Record response)

2. Tell me something else that shows the taste of your friend (or a member of the family).
(Record response)

3. Once more, I want you to tell me the name of one thing that shows the taste of some other person.
(Record response)

Acceptable responses:

Tastes are identified with objects at this level. The responses should be object names or categories like color or pattern. Do not accept more than one response in a category but encourage others. Questioning is permissible.

Scoring: 1 point for each acceptable response.

Possible: 3

What You Like

Directions: The following is read to the student.

> I am going to read you a question. I will tell you some possible answers to the question. I want you to tell me the answer you think is right.

1. How can you learn what other children like to do?

   (a) by watching what they do
   (b) by reading their minds
   (c) by hitting them

   (Record response)

2. What will a child who is interested in sports probably do?

   (a) read a comic book
   (b) swing
   (c) play baseball

   (Record response)

3. What will a child who is interested in friends do?

   (a) watch T.V.
   (b) play with other children
   (c) draw pictures of people

   (Record response)

4. What will a child who is interested in building do?

   (a) paint a picture
   (b) play ball
   (c) play with blocks

   (Record response)

5. If a boy likes to sing, he has an interest in

   (a) baseball
   (b) school
   (c) music

   (Record response)

6. If a girl likes to dress up and pretend, she has an interest in

   (a) sports
   (b) acting
   (c) collecting

   (Record response)

2: 3.a continued

7. If a boy likes to play ball, he has an interest in

   (a) sports
   (b) running
   (c) acting

(Record response)

8. If a girl likes to find and keep interesting rocks, she has an interest in

   (a) school
   (b) collecting
   (c) music

(Record response)

Acceptable responses:

1. a   2. c   3. b   4. c   5. c   6. b

7. a   8. b

Scoring: 1 point for each acceptable response.

Possible: 8

Developmental Level K-1

3: You: Who...Where...When...

GOAL: The learner will define the meaning and properties of roles, settings and events.

OBJECTIVE 1: The learner will be able to give a definition of roles, settings and events.

OUTCOMES: The learner will be able to:
a. choose a definition for: i) role, ii) setting and iii) event.

OBJECTIVE 2: The learner will identify a variety of roles.

OUTCOMES: The learner will be able to:
a. differentiate between the role activities he/she assumes
b. describe himself/herself in terms of role activities.

OBJECTIVE 3: The learner will identify a variety of settings.

OUTCOMES: The learner will be able to:
a. differentiate between settings he/she functions in.

OBJECTIVE 4: The learner will identify a variety of events.

OUTCOMES: The learner will be able to:
a. differentiate between natural and crisis events.

OBJECTIVE 5: The learner will describe the effect of different kinds of events.

OUTCOMES: The learner will be able to:
a. match effects to events.

Evaluators' Instructions

3: You: Who...Where...When...

3: 1.a. The learner will be able to choose a definition for: i) role, ii) setting and iii) event.

Test title: Definitions

Purpose: This test is to determine the learner's understanding of the vocabulary used in discussing careers.

Special Instructions: If a child has difficulty responding spontaneously to the question, it might be necessary for the evaluator to ask the student "Yes or No" after he/she has read the sentence.

To specifically evaluate the student's understanding of the definitions of each of the three terms, the evaluator must look at the individual items. Items 1, 4 and 7 are used to define role. Items 2, 5 and 8 are used to define setting. Items 3, 6 and 9 are used to define event.

3: 2.a. The learner will be able to differentiate between the role activities he/she assumes.

Test title: Role Categories

Purpose: This test is to determine the learner's ability to assign activities to dichotomous categories such as work-play.

Definitions

Directions: The following is read to the student.

> I want to find out if you know the meaning of some words. I am going to tell you a word and then tell you what it means. Answer "Yes" if the word means what I tell you or "No if the word does not mean what I tell you.

1. A role is a place to be. (Record response)
2. A setting is a person. (Record response)
3. An event is a person. (Record response)
4. A role is the way a person acts. (Record response)
5. A setting is a place. (Record response)
6. An event is something that happens. (Record response)
7. A role is the way someone looks. (Record response)
8. A setting is something that happens. (Record response)
9. An event is a place. (Record response)

Acceptable responses:

1. No 2. No 3. No 4. Yes 5. Yes

6. Yes 7. No 8. No 9. No

Scoring: 1 point for each acceptable response.

Possible: 9

Role Categories

Directions: The following is read to the student.

> I am going to ask you some questions about the things you do. When I ask the question, I will also give you two possible answers. You tell me which of the two answers is right.

1. If you are doing homework, are you (a) working or (b) playing? (Record response)
2. If you are teaching, are you (a) helping or (b) being helped? (Record response)
3. If you are telling a joke, are you (a) talking or (b) listening? (Record response)
4. If you are at a movie, are you (a) doing or (b) watching? (Record response)
5. If you are hitting a ball, are you (a) working or (b) playing? (Record response)
6. If you are riding a bicycle, are you (a) doing or (b) watching? (Record response)
7. If you are learning, are you (a) helping or (b) being helped? (Record response)

Acceptable responses:

1. a 2. a 3. a 4. b 5. b 6. a

7. b

Scoring: 1 point for each acceptable response.

Possible: 7

Evaluators' Instructions

3: 2.b. The learner will be able to describe himself/herself in terms of role activities.

Test title: Roles

Purpose: This test is to determine the learner's ability to match various activities with four pictures representing the different roles the student functions in.

Special instructions: The four category pictures representing work roles (W), family roles (F), leisure roles (L) and citizen roles (C) are to be used in administering this test. The pictures are placed in front of the child. Copies of these pictures are found following the test.

Student responses to this test are recorded in the Answer Book by circling the code letter which corresponds to the picture selected by the child.

3: 3.a. The learner will be able to differentiate between settings he/she functions in.

Test title: Settings

Purpose: This test is to determine the learner's ability to match various activities with three pictures representing the different settings the student functions in.

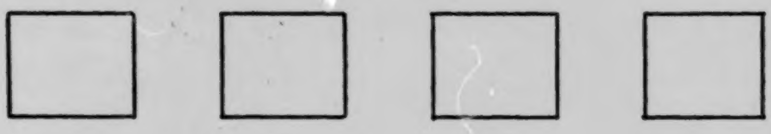
Special instructions: The three pictures representing home (H), school (S) and community (C) are to be used in administering this test. The pictures are placed in front of the child. Copies of these pictures are found following the test.

Student response to this test are recorded in the Answer Book by circling the code letter which corresponds to the picture selected by the child.

Roles

Directions:

1. Give the child the four category pictures. Direct him/her to place the cards side by side in front of him/her in a row:



2. Instruct the child to identify the pictures representing the different roles the student functions in. Do this by having the child point to each picture as you ask:

   Show me the picture which shows people in a work role.

   Show me the picture which shows people in a family role.

   Show me the picture which shows people in a free time role.

   Show me the picture which shows people in a citizen role.

   Tell the child "right" after each correct match. Correct and explain mistakes the child makes before going on.

3. When the child understands the role pictures, proceed with the following instructions:

   Now I am going to tell you some things that you might do. I want you to decide what role you are in when you are doing the activity I tell you. Point to the picture that shows what role you are in.

   Let's do one for practice. The activity is collecting money for UNICEF af Halloween. Put your finger on the picture that shows the role you would be in when you collect money for UNICEF.

4. If the child makes a correct match, tell him/her:

   Good. You put your finger on the picture of the flag. That shows you are in a citizen role.

5. If the child makes an incorrect match, explain and correct the child's mistakes.

6. The remaining items are read to the student. A brief introduction is permissible. From this point, give the child no further indication of correct or incorrect matches.

   (1) Crossing the street and obeying the signal (Record response)
   (2) Going swimming (Record response)
   (3) Going to school (Record response)
   (4) Doing homework (Record response)
   (5) Helping father or mother at home (Record response)
   (6) Playing ball (Record response)
   (7) Visiting grandparents (Record response)
   (8) Helping clean the park grounds after a picnic (Record response)
   (9) Washing dishes (Record response)
   (10) Delivering newspapers (Record response)
   (11) Going to Disneyland (Record response)
   (12) Watching TV (Record response)

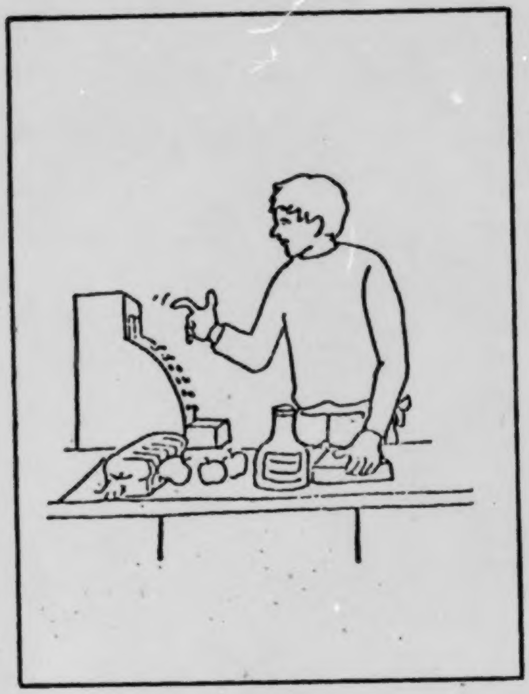
Acceptable responses:

1.	C	2.	L	3.	W	4.	W	5.	F	6.	L
7.	F	8.	C	9.	F	10.	W	11.	L	12.	L

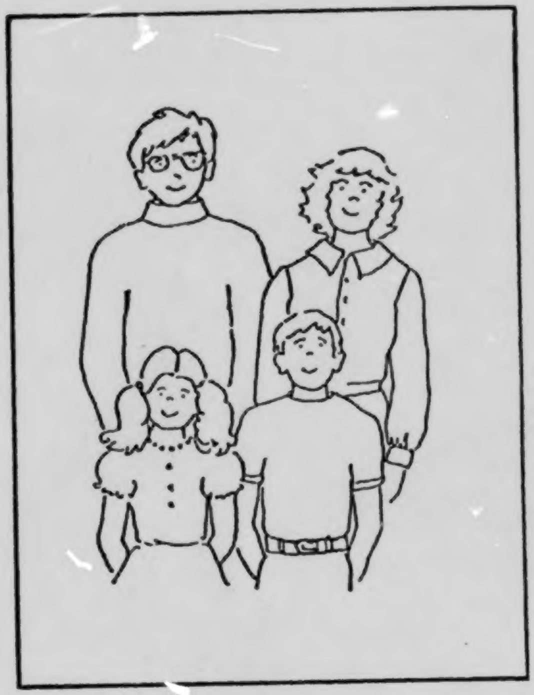
Scoring: 1 point for each acceptable response.

Possible: 12

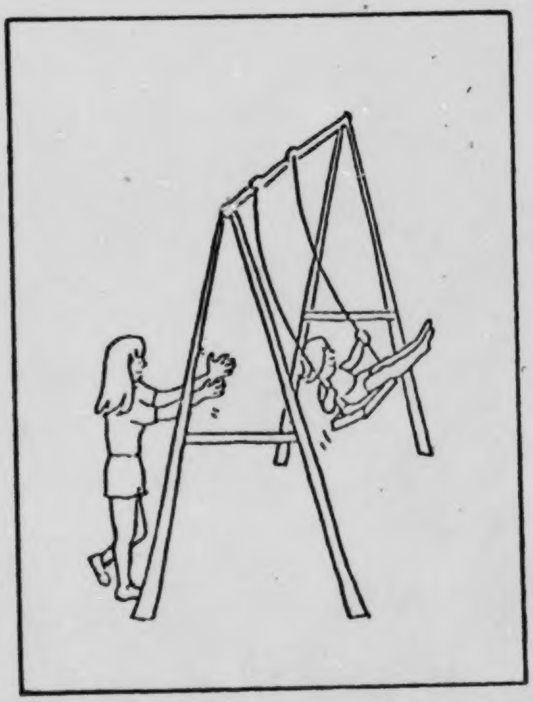
Roles Category Pictures



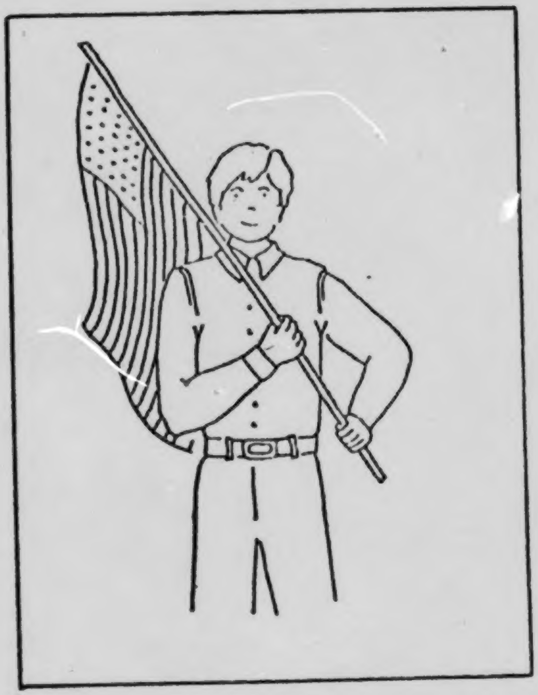
Work Roles (W)



Family Roles (F)



Leisure Roles (L)



Citizen Roles (C)

Settings

Directions:

1. Give the child the three category pictures. Direct him/her to place the cards side by side in front of him/her in a row:

2. Instruct the child to identify the pictures representing the different settings the student functions in. Do this by having the child point to each picture as you ask:

   Show me the picture which shows where people would go to be in a home setting.

   Show me the picture which shows where people would go to be in a school setting.

   Show me the picture which shows where people would go to be in a community setting.

   Tell the child "right" after each correct match. Correct and explain mistakes the child makes before going on.

3. When the child understands the setting pictures, proceed with the following instructions:

   Now I am going to tell you some things you might do. I want you to decide what setting you are in when you most often are doing the activity I tell you. Point to the picture that shows what setting you are in.

   Let's do one for practice. The activity is watching TV with your family. Put your finger on the picture that shows the setting you would be in when you watch TV with your family.

4. If the child makes a correct match, tell him/her:

   Good, you put your finger on the picture of the house, that shows you are in a home setting.

5. If the child makes an incorrect match, explain and correct the child's mistake.

6. The remaining items are read to the student. A brief introduction is permissible. From this point, give the child no further indication of correct or incorrect matches.

   (1) Answering the phone (Record response)

   (2) Taking a message to the principal (Record response)

   (3) Eating in a restaurant (Record response)

   (4) Cleaning your room (Record response)

   (5) Going shopping with your parents (Record response)

   (6) Going to church (Record response)

   (7) Washing dishes (Record response)

   (8) Playing games at recess (Record response)

   (9) Doing arithmetic problems (record response)

Acceptable responses:

1. H 2. S 3. C 4. H 5. C

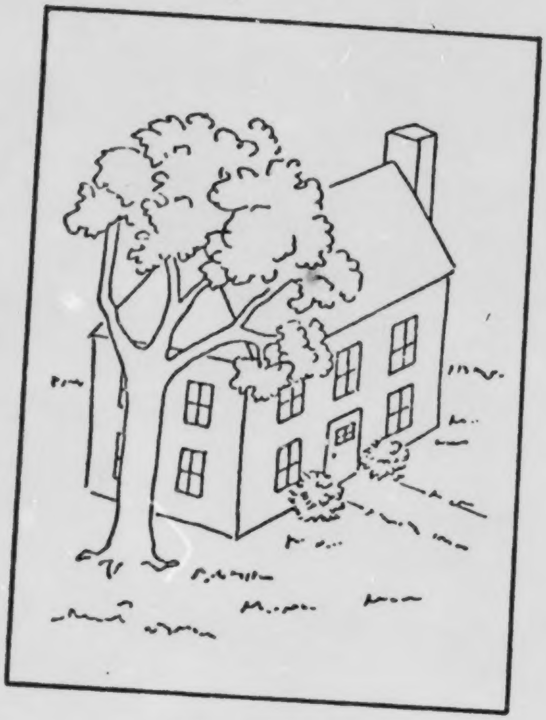
6. C 7. H 8. S 9. S

Scoring: 1 point for each acceptable response.

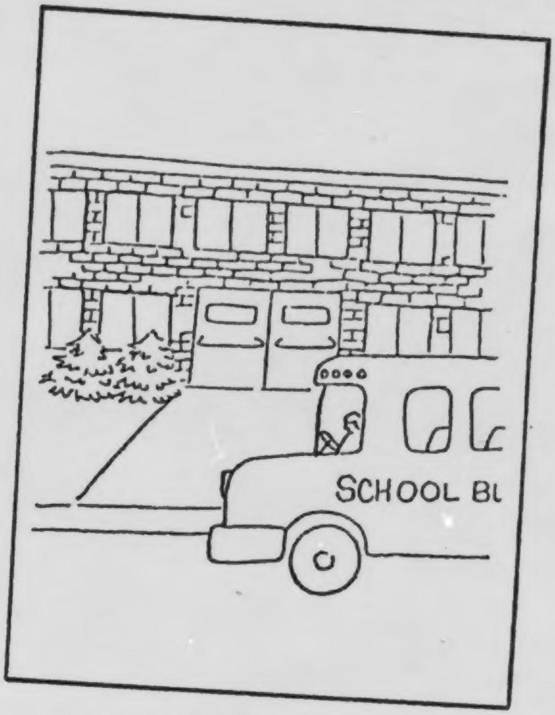
Possible: 9

3: 3.a

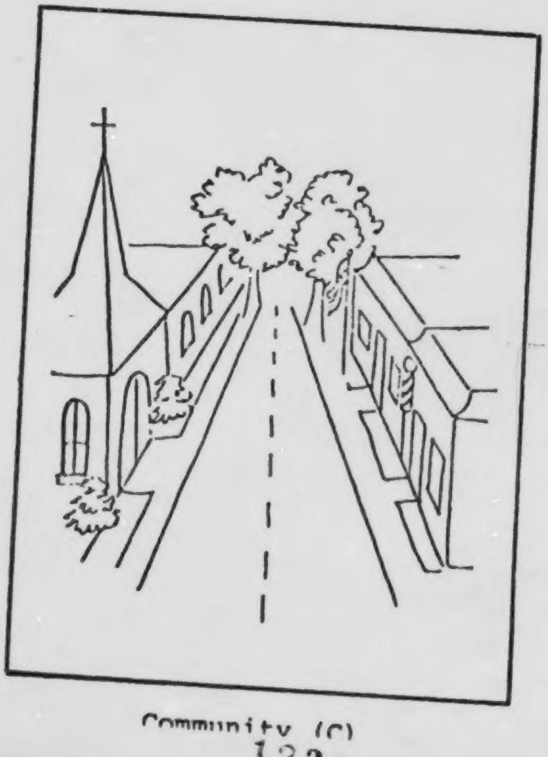
Settings Category Pictures



Home (H)



School (S)



Community (C)

Evaluators' Instructions

3: 4.a. The learner will be able to differentiate between natural and crisis events.

Test title: Events

Purpose: This test is to determine the learner's ability to understand the concepts of time and change by having him/her identify examples of events which reflect these concepts.

Special instructions: If a child has difficulty responding spontaneously to the question, it might be necessary for the evaluator to ask the student, "Is that a daily event or an unusual event?" after the question has been asked.

The complexity of this concept resulted in considerable attention given to the introduction of this test. Because of this, in order to ensure an adequate evaluation, only about 15 seconds should be allowed for the student to respond. If the student does not respond during this time, proceed to the next item.

3: 5.a. The learner will be able to match effects to events.

Test title: Effects

Purpose: This test is to determine the learner's understanding of the relationship between events and effects by having him/her match an effect to a picture of an event.

Special instructions: The five event pictures representing rain (R), school (S), moving (M), arm (A) and fire (F) are to be used in administering this test. The pictures are placed in front of the child. Copies of these pictures are found following the test.

Student response to this test are recorded in the Answer Book by circling the code letter which corresponds to the picture selected by the child.

Events

Directions: The following is read to the student.

> I am going to tell you some things that could happen to you. I want you to decide if each one is something that could happen to you almost every day or it is something that will happen only once-in-awhile. If you think what I say is something that could happen every day, tell me it is a daily event. If it happens only once-in-awhile, tell me it is an unusual event.
>
> OK, before we start, tell me what we call something that can happen to you every day. (have child respond)
> OK, tell me what we call something that happens only once-in-awhile. (have child respond)
>
> Now, I will tell you some things which could happen to you. Tell me what kind of events they are.

1. Someone new comes to live with your family. (Record response)
2. You get up in the morning. (Record response)
3. You go to school. (Record response)
4. Your house burns in a fire. (Record response)
5. You take your first airplane ride. (Record response)
6. You watch TV. (Record response)
7. You break both legs. (Record response)
8. You erase the blackboard. (Record response)
9. You move out of your house. (Record response)

Acceptable responses:

1. Unusual 3. Daily 3. Daily 4. Unusual

5. Unusual 6. Daily 7. Unusual 8. Daily

9. Unusual

Scoring: 1 point for each acceptable response.

Possible: 9

Effects

Directions: The following is read to the student.

> Here are some pictures. I am going to name something you might do. I want you to listen carefully. Put your finger on the picture that shows a reason for doing what I say.
>
> Let's do one for practice. You run home after your team races are called off. Look at the pictures and put your finger on the one that shows why you might run home when the races are called off.
>
> Here are some others, put your finger on the picture that shows a reason for doing what I say.

1. You make all new friends. (Record response)
2. You stay home from school for two days. (Record response)
3. You stay at a neighbor's house all night. (Record response)
4. You need new clothes and go shopping with your mother. (Record response)

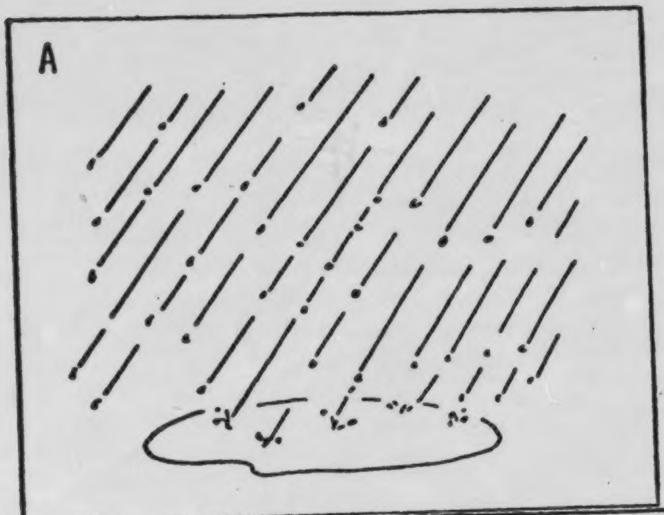
Acceptable responses:

1. M 2. A 3. F or M 4. S or F

Scoring: 1 point for each acceptable response.

Possible: 4

A



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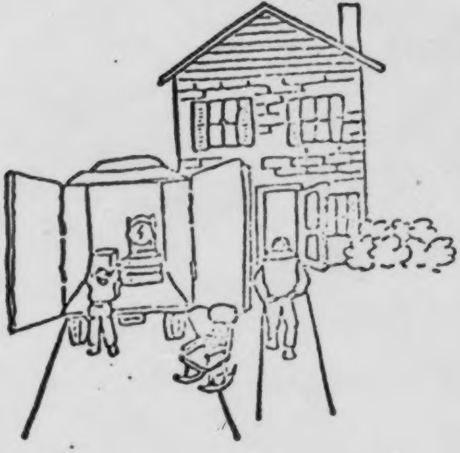

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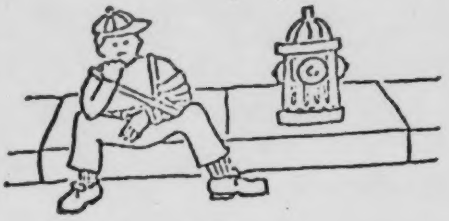

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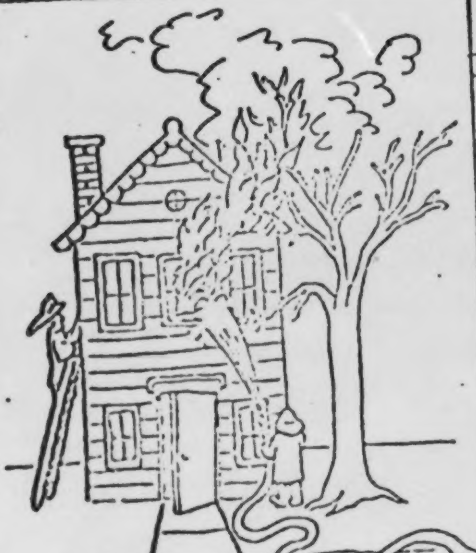

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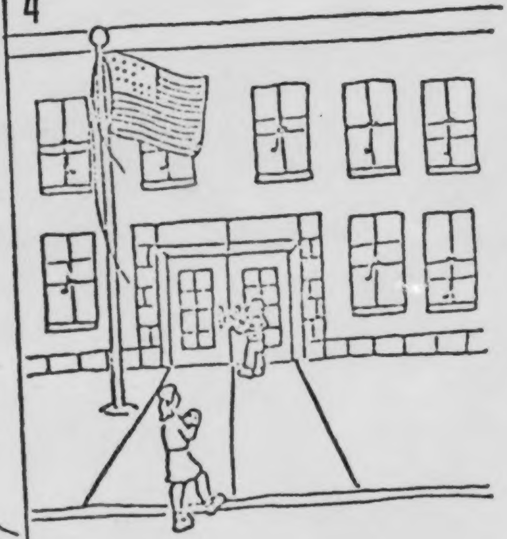


4: You At Work: Who...Where...When...

GOAL: The learner will define the meaning of work roles, work settings, and work-related events.

OBJECTIVE 1: The learner will identify a variety of work roles.

OUTCOMES: The learner will be able to:
a. define work
b. tell reasons for work.

OBJECTIVE 2: The learner will identify a variety of work settings.

OUTCOMES: The learner will be able to:
a. name two home and two school jobs he/she is able to do
b. choose jobs appropriate to home and school
c. choose jobs appropriate to geographic location.

OBJECTIVE 3: The learner will identify a variety of work-related events.

OUTCOMES: The learner will identify a variety of work-related events.
a. choose jobs appropriate to past, present, and future.

Evaluators' Instructions

4: You At Work: Who...Where...When...

4: 1.a. The learner will be able to define work.

Test title: Work

Purpose: This test is to determine the learner's ability to distinguish between work and non-work activities.

Special Instructions: If a child has difficulty responding to the items, the evaluator may introduce each item by asking, "Am I talking about work when I say ____________."

4: 1.b. The learner will be able to tell reasons for work.

Test title: Reasons for Work

Purpose: This test is to determine the learner's ability to identify reasons why people work.

Special Instructions: If this test is not administered following 4: 1.a, the evaluator should introduce the concept of work to the student.

Acceptable responses to this test include all ideas that were generated in class discussions and were considered appropriate by the evaluator.

4: 2.a. The learner will be able to name two home and two school jobs he/she is able to do.

Test title: Your Jobs

Purpose: This test is to determine the learner's awareness of the different jobs they can perform at home and school.

4: 1.a

Work

Directions: The following is read to the student.

> People talk about many different things when they are talking about work. I am going to tell you some activities and ask if it is work. Answer "Yes" if the activity is work and "No" if the activity is not work.

Am I talking about work when I say:

1. job (Record response)
2. making and completing something (Record response)
3. labor (Record response)
4. how a person earns a living (Record response)
5. watching TV (Record response)
6. playing Red Rover (Record response)
7. how a person has fun (Record response)
8. occupation (Record response)
9. what you want to be when you grow up (Record response)

Acceptable responses:

1. Yes 2. Yes 3. Yes 4. Yes 5. No

6. No 7. No 8. Yes 9. Yes

Scoring: 1 point for each acceptable response.

Possible: 9

Reasons for Work

Directions: The following is read to the student.

1. We have been talking about activities that people do that are work. Now, I want you to think of some reasons why people work. Tell me a reason why people work.
   (Record response)

2. Now, tell me another reason why people work.
   (Record response)

3. Once more, I want you to tell me the name of another reason why people work.
   (Record response)

Acceptable responses:

earn money, gain recognition and status, gain satisfaction, provide security, etc.

Scoring: 1 point for each acceptable response.

Possible: 3

Your Jobs

Directions: The following is read to the student.

> There are different kinds of work that we do in different places. For example, in school I am a teacher and at home I take care of paying the bills. I want you to think of different work that you do at home and at school.

1. Tell me some work that you do at home. (Record response)
2. Tell me what else you do at home that is work. (Record response)
3. Now I want you to think of work you do at school. What work do you do at school? (Record response)
4. Tell me one more kind of work you can do at school. (Record response)

Acceptable responses:

1 & 2 keeping room clean, making bed, answering phone, taking care of pet, washing dishes, and other jobs considered appropriate by the evaluator.

3 & 4 passing out papers, taking a message to the office, cleaning out desk, and other jobs considered appropriate by the evaluator.

Scoring: 1 point for each acceptable response.

Possible: 4

Evaluators' Instructions

4: 2.b. The learner will be able to choose jobs appropriate to home and school.

Test title: Home and School Jobs

Purpose: This test is to determine the learner's ability to distinguish between jobs that he/she can do at school.

Special Instructions: If a child has difficulty responding to the items, the evaluator may introduce each item by asking, "Where would you ________________."

4: 2.c. The learner will be able to choose jobs appropriate to geographic location.

Test title: Where People Work

Purpose: This test is to determine the learner's ability to identify jobs in terms of their settings.

4: 3.a. The learner will be able to choose jobs appropriate to past, present, and future.

Test title: Job Events

Purpose: This test is to determine the learner's understanding of the concept that the passage of time results in different job needs.

Special Instructions: If a student has difficulty responding to the first few items, the evaluator may ask, "Is that a job people do now, a job that people did long ago, or is it a job people might do when you get bigger".

In recording the responses in the Answer Book, the abbreviation Pa (Past) is used when the student's answer indicates long ago, P (Present is used when the student's answer indicates now, and F (Future) is used when the student's answer indicates when they get bigger.

4: 2.b

Home and School Jobs

Directions: The following is read to the student.

> We have been talking about jobs you can do at home and school. This time I am going to name some kinds of work that you can do at either home or school. Listen to each one and tell me where you would do that kind of work at home or at school.

Where would you:

1. make your bed (Record response)
2. pass out papers (Record response)
3. take a message to the office (Record response)
4. answer the phone (Record response)
5. clean out your desk (Record response)
6. feed the dog (Record response)
7. collect spelling papers (Record response)

Acceptable respones:

1. home 2. school 3. school 4. home
5. school 6. home 7. school

Scoring: 1 point for each acceptable response.

Possible: 7

4: 2.c.

Where People Work

Directions: The following is read to the student.

I am going to name some people. I want you to tell me where each person might work.

1. Where does a cowboy work? (Record response)
2. Where does a fisherman work? (Record response)
3. Where does a corn grower work? (Record response)

Acceptable responses:

1. ranch, range
2. ocean, sea water, lake
3. farm, field

Scoring: 1 point for each acceptable response.

Possible: 3

Job Events

Directions: The following is read to the student.

> I am going to name some kinds of work. Tell me if that is a job that people do now, a job that people did long ago, or if it is a job that people might do when you get bigger.

The jobs are:

1.	blacksmith	(Record response)
2.	auto mechanic	(Record response)
3.	TV repairman	(Record response)
4.	Indian scout	(Record response)
5.	Moon miner	(Record response)
6.	undersea farmer	(Record response)
7.	spaceship host/hostess	(Record response)

Acceptable responses:

1. past 2. present 3. present 4. past

5. future 6. future 7. future

Scoring: 1 point for each acceptable response.

Possible: 7

Developmental Level K-1

5: You Can Decide

GOAL: The learner will become aware of the decision-making process.

OBJECTIVE 1: The learner will be aware of decision-making.

OUTCOMES: The learner will be able to:

a. recognize definitions of words used in discussing decision-making

b. recognize statements about how decisions are made.

OBJECTIVE 2: The learner will be aware that decision-making capacity is related to age and information processing ability.

OUTCOMES: The learner will be able to:

a. name ways of getting information

b. match age with information getting skills.

Evaluators' Instructions

5: You Can Decide

5: 1.a. The learner will be able to recognize definitions of words used in discussing decision-making.

Test title: Decision Words

Purpose: This test is to determine the learner's understanding of the vocabulary used in discussing decision-making.

Special Instructions: If the student has difficulty responding, after about 15 seconds, the evaluator should repeat the item and after stating the item should ask, "Yes or No".

5: 1.b. The learner will be able to recognize statements about how decisions are made.

Test title: Decision Statements

Purpose: This test is to determine the learner's understanding of the concepts used in decision-making.

Special Instructions: If the student has difficulty responding, after about 15 seconds, the evaluator should repeat the item and after stating the item should ask, "Yes or No".

5: 2.a. The learner will be able to name ways of getting information.

Test title: Ways of Getting Information

Purpose: This test is to determine the learner's knowledge of means of obtaining information by having him/her identify three ways.

Decision Words

Directions: The following is read to the student:

> I want to find out if you know the meaning of some words. I am going to tell you a word and what it means. Answer "Yes" if the word means what I tell you. Answer "No" if the word does not mean what I tell you.

1. Difficult means something that is hard to do. (Record response)
2. An easy job is one that you can do with no trouble. (Record response)
3. A hard job is one that you can do with no trouble. (Record response)
4. Consequence means alternative. (Record response)
5. Alternative means another answer or choice. (Record response)
6. Influence means decide. (Record response)
7. Consequence means what happens after a decision is made. (Record response)
8. Similar means different. (Record response)
9. To have an open mind means you cannot make a decision. (Record response)
10. Consensus means everyone agrees. (Record response)
11. Compromise means somebody else wins. (Record response)
12. Vote means someone tells you what to do. (Record response)

Acceptable responses:

1. Yes 2. Yes 3. No 4. No 5. Yes
6. No 7. Yes 8. No 9. No 10. Yes
11. No 12. No

Scoring: 1 point for each acceptable response.

Possible: 12

5: 1.b

Decision Statements

Directions: The following is read to the student.

> I am going to tell you some statements about decision-making. I want you to listen carefully and decide if the statement is correct. If what I say is correct, say "Yes". If what I say is not correct, say "No".

1. Making a decision is making up your mind. (Record response)
2. Choosing a book is making a decision. (Record response)
3. Doing what you are told is making a decision. (Record response)
4. Asking a question is a way to find out about something. (Record response)
5. Helping your class decide what game to play is a personal decision. (Record response)
6. Deciding what friend to ask to your house is a personal decision. (Record response)
7. Group decisions are made by several people. (Record response)
8. A decision is easy if there is only one choice. (Record response)

Acceptable responses:

1. Yes 2. Yes 3. No 4. Yes

5. No 6. Yes 7. Yes 8. Yes

Scoring: 1 point for each acceptable response.

Possible: 8

Ways of Getting Information

Directions: The following is read to the student.

> There are lots of ways to find out about things. For example, if I want to find out if it's raining, I will look out the window or open the door.

1. I want you to tell me a way we can find out about things. (Record response)
2. Tell me another way we can find out about things. (Record response)
3. Once again, tell me one more way that we can find out about things. (Record response)

Acceptable responses:

ask, see, touch, smell, read, taste, listen, etc.

Scoring: 1 point for each acceptable response.

Possible: 3

Evaluators' Instructions

5: 2.b. The learner will be able to match age with information getting skills.

Test title: Information Getting Skills

Purpose: This test is to determine the learner's ability to identify ways of obtaining information as a function of age.

Special Instructions: Before administering this test, provide the child with the special answer sheet and two crayons or pencils to mark with.

Make sure that the student is pointing to the pictures as you name them and that he/she understands what they represent.

Repeat directions as often as is necessary. Keep constant check on the progress of each child to be sure he or she understands what to do.

Transfer the student's answer from the special sheet to the Answer Book. In recording the responses use the codes indicated in the test directions. Note, that in this test, a student receives credit for leaving boxes blank.

Information Getting Skills

Directions: The following is read to the student.

> I want to see if you know how people find out about things. Look at the top of this paper. These pictures show the different ways people learn about things. Put your finger on the ear (E). Hearing or listening is a way of finding out about things. Now move your finger to the telephone (T). Using the telephone is a way of finding out about things. Move to the eye (I). Seeing or looking is a way of finding out about things. Now put your finger on the hand (H). Touching or feeling is a way of finding out about things. Put your finger on the TV (TV). Looking at TV is a way of finding out about things. Put your finger on the picture of the school room (S). Going to school is a way of finding out about things. Put your finger on the picture of the books (B). Reading is a way of finding out about things.

1. Now look at the baby. Put an X in the boxes next to the baby that shows the ways a baby can find out about things. (Record response)
2. Now look at the picture of the child. Pretend that is you. Put an X in the boxes under the ways you can find out about things. (Record response}
3. Finally, look at the pictures of the man and woman. Put an X in the boxes under ways they can find out about things. (Record response)

Acceptable responses

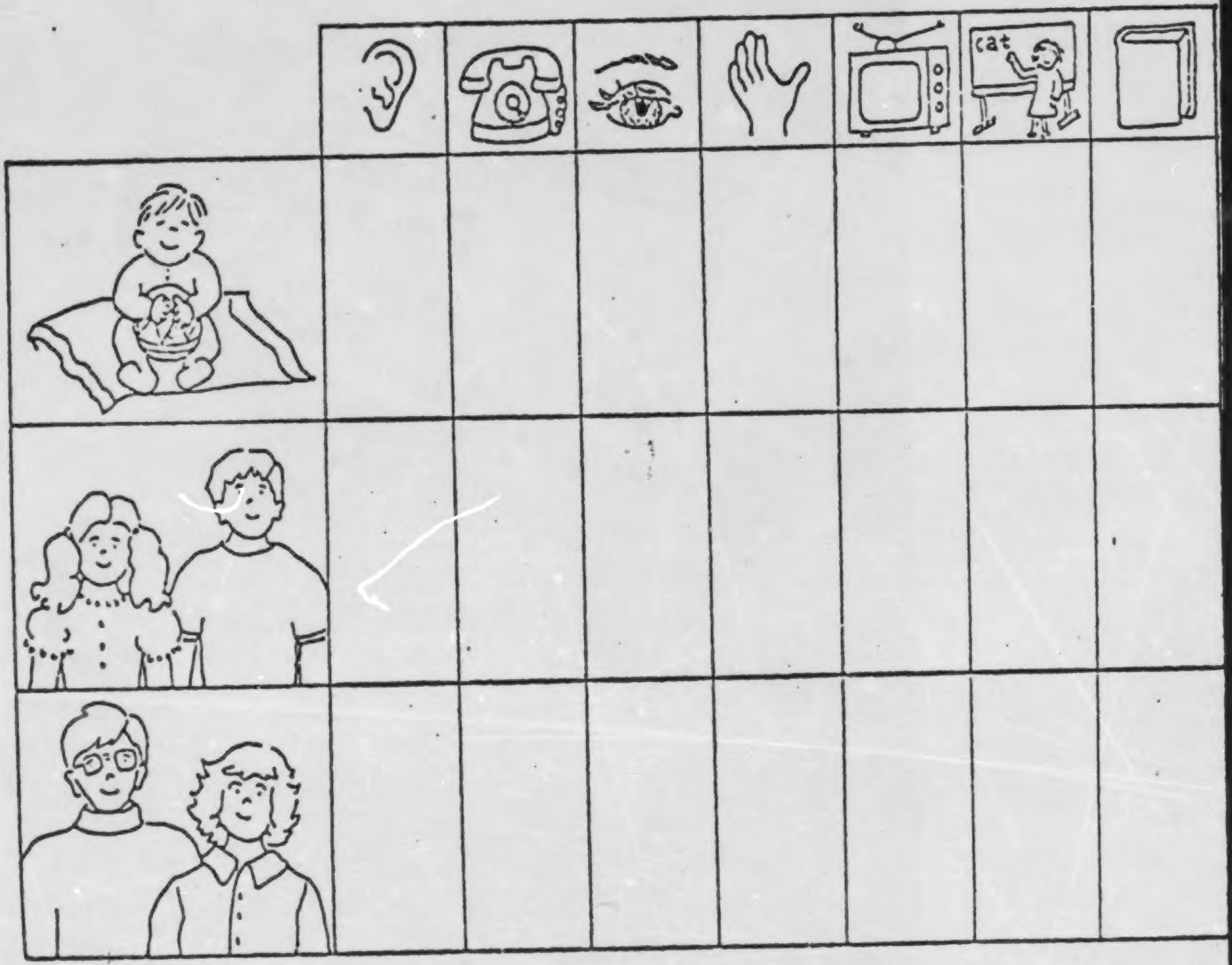
1. An X in E, I, H
2. An X in E, I, H, TV, S, R
3. An X in all categories

Scoring: 1 point for each acceptable response.

Possible: 16

Name____ Score__________

Answer Sheet for Information Getting Skills



EVALUATORS' MANUAL

for the

CAREER EDUCATION CURRICULUM PROJECT

EVALUATION

2-3 Developmental Level

Missouri Evaluation Projects
University of Missouri
Columbia, Missouri
January, 1978

Earl J. Moore, Co-Director
Frank E. Wellman, Co-Director

INTRODUCTION

Purpose

The purpose of the tests that follow is to determine how well the activities suggested in each Module of the Career Education Curriculum Project appear to teach the stated Objectives for that Module.

Evaluators' Manual

This Manual has been provided so that teachers evaluating their career education activities might obtain maximum information. Since over a period of time, many individuals might be involved in this process, this Manual attempts to supply both a standarized method of administering and scoring the tests and an easy reference for evaluating the student's progress. In addition, this Manual is constructed so that the evaluator can identify the Outcomes these tests measure in terms of the stated Objectives of the CECP Modules. The overall intent was to create tests that could be administered to small groups. Because of the special difficulties involved in evaluating this age group, it was not possible to do this for the first Module, (You + Others = ???), which forms one set which must be individually administered. The format used with this set varies slightly from that used with the remaining group administered tests. The evaluator should be aware of this difference.

Format of Manual

The tests and related materials incorporated into this Manual are arranged around the five CECP Modules. These tests are intended to evaluate the Objectives from the Modules and not specific activities or exercises. However, it was not possible to formulate tests for every Objective, therefore, not every Module is evaluated in its entirety.

The Goals and Objectives that are being evaluated for each Module are listed on the yellow pages. The Goals and Objectives are directly related to the Modules, but are not always identical to them. In some cases, for the sake of clarity and consistency, they have been rewritten. The Outcomes that are listed on these pages have been developed specifically for the evaluation process so that the evaluator can determine the specific nature of the performance that is required.

Evaluators' Instructions for the tests are printed on blue paper; these precede the tests for each Objective and include:

- Outcome statement
- Test title
- Purpose of the test
- Special instructions

For the one set of individually administered tests, the instructions are not arranged by Objective, but rather are listed together immediately following the yellow Goals and Objectives page.

Tests are printed on white paper. These tests are identical to those in the corresponding Student Test Booklets with the following exceptions:

- Correct answers are indicated
- Scoring instructions are included
- The total possible score is stated

This format has been adopted to simplify the administration and scoring of the tests. Before a test is administered, the evaluator should become quite familiar with the material on the yellow and blue pages. This information should be used to select the tests that will be used and to inform the evaluator of the testing procedures to be followed in administering the test. When administering individual tests, the evaluator need only provide the students with the copy of the Student Test Booklet that contains the test being used. For the individually administered tests, the white pages are the directions and actual questions the evaluator asks the students.

Coding used in Manual

Each Module has been numbered and coded for convenience in referring to it. For the Developmental Level K-3 Modules, the following numbers apply to the corresponding titles.

1: You + Others = ???

2: What Do You Like? What Do You Do?

3: You: Who...Where...When...

4: You At Work: Who...Where...When...

5: You Can Decide

The number following the Module number refers to the Objective being measured; the letter following the Objective number refers to the Outcome being measured. Thus:

3: 1.c

refers to Module Three (You: Who...Where...When...), Objective One, Outcome c.

This code is used throughout the Manual and on the Student Test Booklets. The appropriate code number appears at the upper left hand corner.

Student Test Booklet

The Student Test Pages are in individual test booklets by Module. The Test Pages are identical to those in the Evaluators' Manual minus the answers and the scoring information. The cover of each Student Test Booklet provides a summary score sheet for the individual student. For the individually administered tests, a page to record the student's responses is used in place of the test pages.

Recording Scores

Tests are scored according to the Evaluators' Manual test copy (white pages). Scores are recorded:

- At the top of each Student Test Page
- On the summary score sheet cover of the Student Test Booklet
- On the class summary sheet

General Test Administration

1. While these tests are intended to be administered in small groups, the number to be included in a group is quite arbitrary. That decision should be based on the evaluators' appraisal and knowledge of their own class. The number selected to be included in a group should be done so that each individual student can function at his or her full potential.

2. Directions for each test are included at the top of each Test Page. Instruct the students to read the directions at the top of the page. Give them specific instructions as to what they should do when they do not understand directions or words. Example: "If you do not understand the directions or a word in the test, raise your hand and I will come to your desk to help you".

   For groups comprised of students who have difficulty reading or understanding the test, the evaluator should read the test aloud to the entire group and guide the students through it.

3. If it becomes impossible to provide a fair evaluation for a student in a group setting, either:
   a. read the test to him/her yourself
   b. allow a peer to read the test to him/her
   c. have an older student from another grade or teacher aide read to the child.

   If others participate in the testing process, special care should be taken in making sure they understand the test and their role in it.

4. Be prepared to clarify each item. It may be necessary for you to take the test yourself before giving it to the children.

5. Be certain that each student has a test booklet and a pencil. Instruct the students to write their names at the top of the cover page of the booklet.

6. When special materials are needed for testing, i.e., card sort, make sure the set remains intact after each administration.

7. In administering the individual tests, standard testing procedures should be followed at all times.

   In the Student Test Booklet, space is provided to record the child's response. The evaluator can then compare these responses to the scoring norms provided in either the test pages or on the blue pages of this Manual. When the evaluators score a student's response without recording the response, they should be very familiar with the scoring norms.

Developmental Level 2-3

1: You + Others = ???

GOAL: The learner will understand the transactional strategies of self and others.

OBJECTIVE 1: The learner will identify feelings.

OUTCOMES: The learner will be able to:
a. name basic and composite feelings
b. recognize basic feelings.

OBJECTIVE 2: The learner will identify causes of feelings.

OUTCOMES: The learner will be able to:
a. match causes with specific feelings.

OBJECTIVE 3: The learner will be aware of ways of responding to feelings.

OUTCOMES: The learner will be able to:
a. recognize appropriate/inappropriate responses to feelings.

OBJECTIVE 4: The learner will identify the effect individuals have on each other.

OUTCOMES: The learner will be able to:
a. recognize how people respond to the behavior of others.

Evaluators' Instructions

1: You + Others = ???

1: 1.a. The learner will be able to name basic and composite feelings.

Test title: Feelings

Purpose: This test is to determine the learner's awareness of the vocabulary used in discussing feelings.

1: 1.b. The learner will be able to recognize basic feelings.

Test title: Feeling Card Sort

Purpose: This test is to determine the learner's understanding of basic feelings by having him/her identify the basic feelings represented in each picture of the card sort.

Special instructions: Before administering the card sort, check to make sure it is complete. The materials include: four pictures of clowns on white cards, four demonstration cards printed on yellow, and 24 test cards printed on white. Copies of these pictures are found following the test.

Each of the cards is coded on the back for scoring purposes and for order of presentation. Before giving the students the test cards, the evaluator should order the cards by alphabet (A,B,C, etc.)

Record the sort in the Answer Book by listing the number of the cards that the child included in each of the four categories. The child's sort can then be compared to the norms included on the Test Page.

Feelings

Directions: The following is read to the student.

1. I want you to think of words that are the name of basic feelings. Tell me a basic feeling.
(Record response)

2. Now, tell me another basic feeling.
(Record response)

3. This time I want you to think about words that are the names of feelings besides the basic ones of happy, sad, mad, and scared. I want you to tell me words that are the names of thses other feelings. Tell me the name of another feeling.
(Record response)

4. Once more, I want you to tell me the name of one more feeling that is not a basic feeling.
(Record response)

Possible responses:

	1-2		3-4	
CREDIT ONE POINT	- happy - scared - frightened - sad - mad - angry		- miserable - surprised - sick - puzzled - grumpy - bashful - excited - feeling special(Q) like somebody likes you	- hurt - glad - lonely - funny - terrible - sorry - friendly
NO CREDIT	- unhappy - good - bad - quiet - loud - hurt - pain		- unhappy - kind of happy - kind of sad - good - bad - just right - a birthday soon - crying - shy	

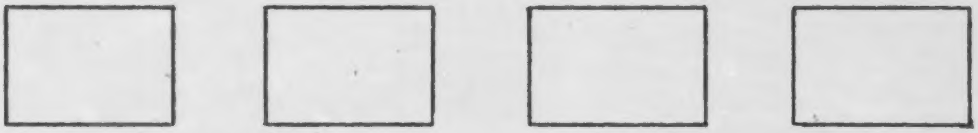
Scoring: 1 point for each acceptable response.

Possible: 4

Feeling Card Sort

Directions:

1. Give the child the four clown cards. Direct him/her to place the cards side by side in front of him/her in a row:



2. Instruct the child to identify how each clown feels. Doing this by having the child point to each clown as you say:

   Show me which clown is feeling happy.

   Show me which clown is feeling sad.

   Show me which clown is feeling scared.

   Show me which clown is feeling mad.

   Tell the child "Right" after each correct match. Correct and explain mistakes the child makes before going on.

3. Give the child the four demonstration cards printed on yellow. Ask the child to look at each picture, decide how the person feels and place the picture under the clown who feels the same way.

   Tell the child "Right" after each correct match. Correct and explain mistakes.

4. When the child understands and completes the demonstration, give him/her the test cards printed on white and ask him/her to sort the cards by placing each under the clown who feels the same way. Indicate to the child that there can be more than one for each clown and that if he/she can't decide on one, to put it on the bottom and go on. Give the child no further indications of right or wrong matches.

Acceptable responses:

Happy category: Cards indicated by the numbers H 1-6 inclusive

Sad category: Cards indicated by the numbers Sa 1-6 inclusive

Scared category: Cards indicated by the numbers Sc 1-6 inclusive

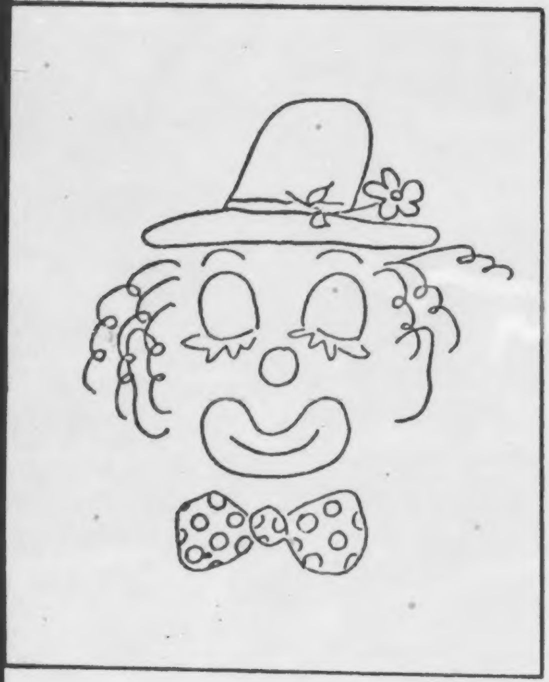
Mad category: Card indicated by the number M 1-6 inclusive

Scoring: 1 point for each correct placement of a picture.

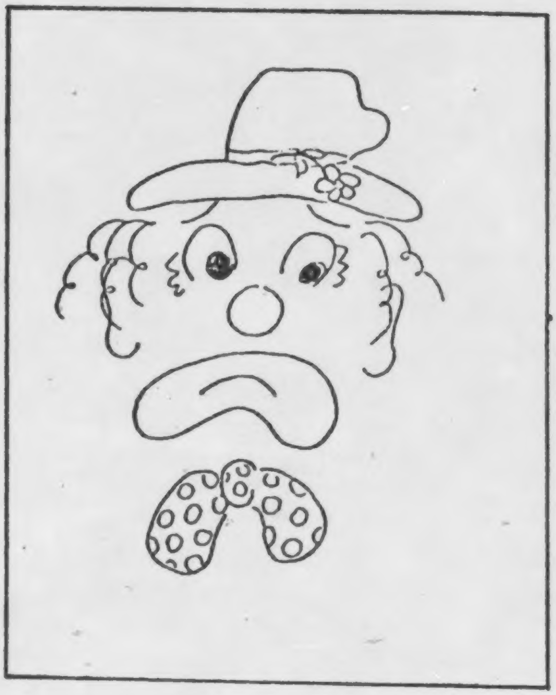
Possible: 24

1: 1.b

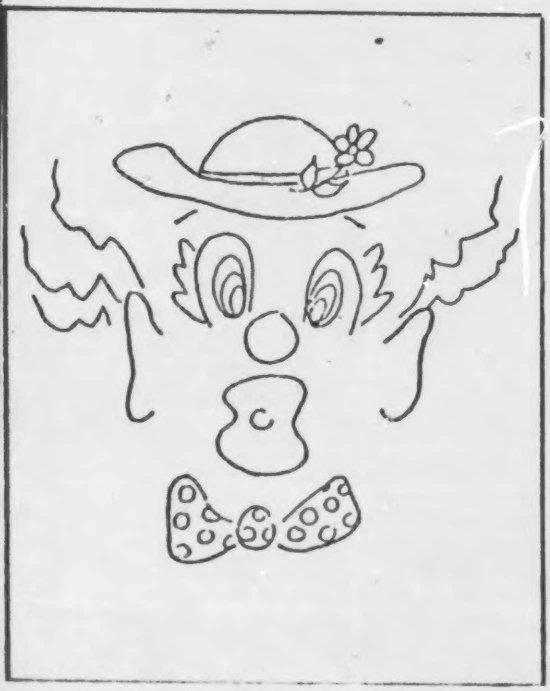
Clown Pictures

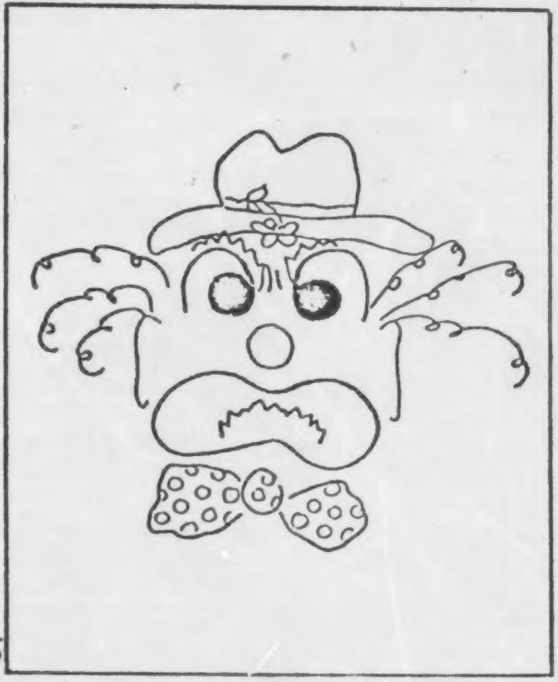


Happy (H)



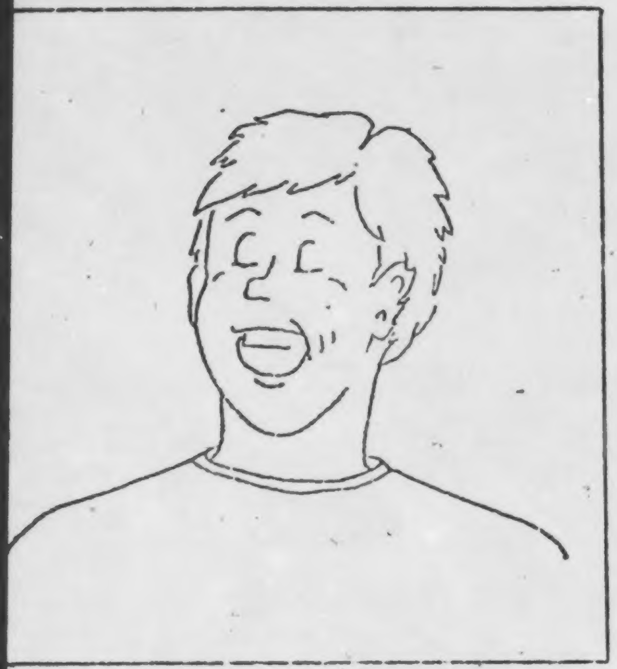
Sad (Sa)



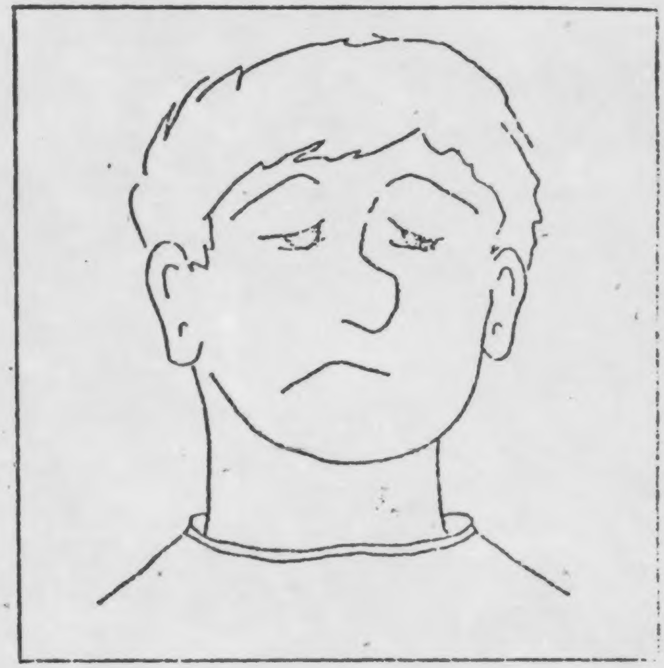


1: 1.b

Four Demonstration Cards



Happy (H)



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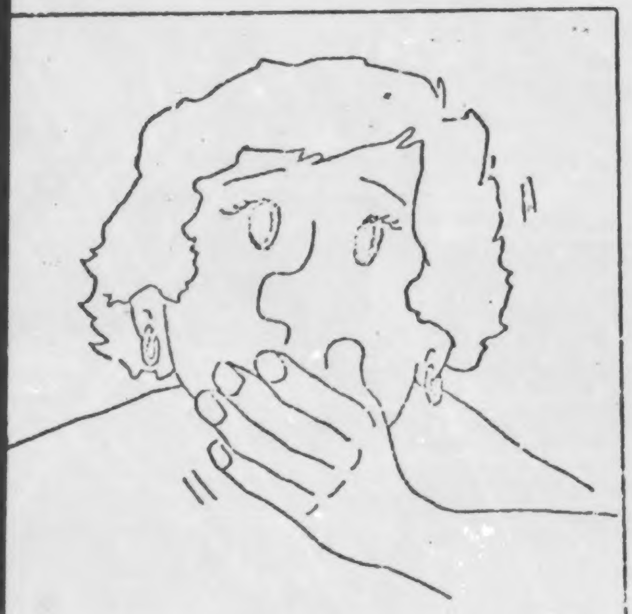
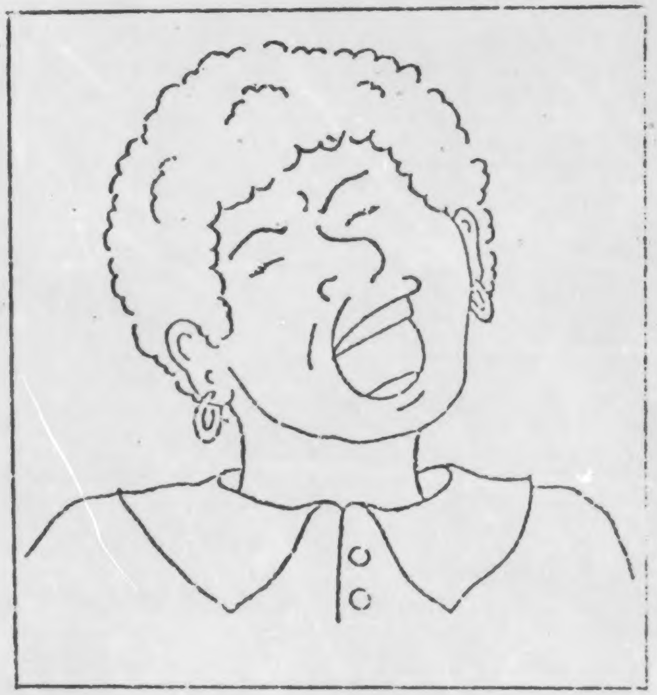
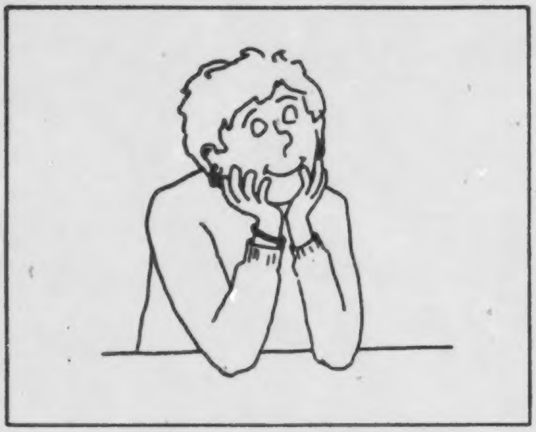


Scared (Sc)

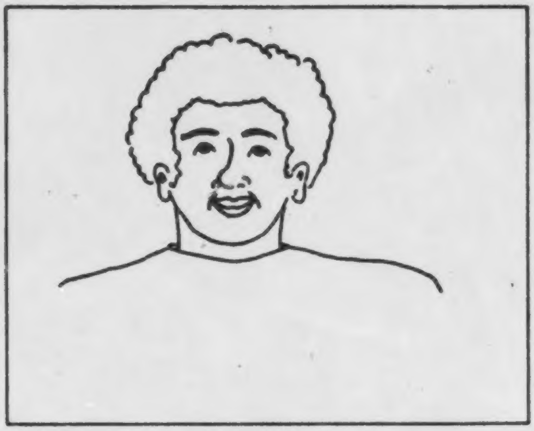


Mad (M)

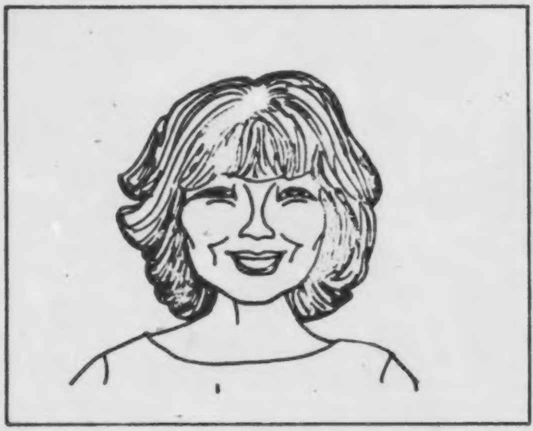
Six Happy Cards



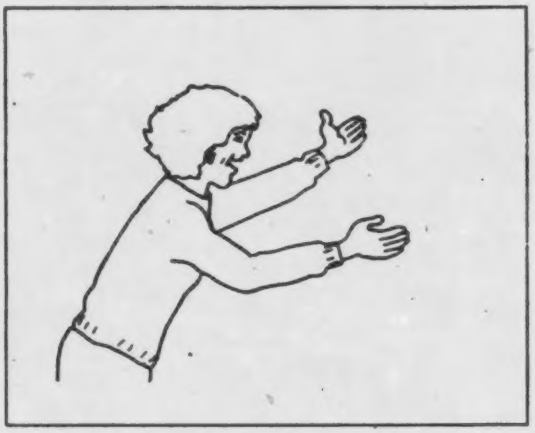
H-1 order M



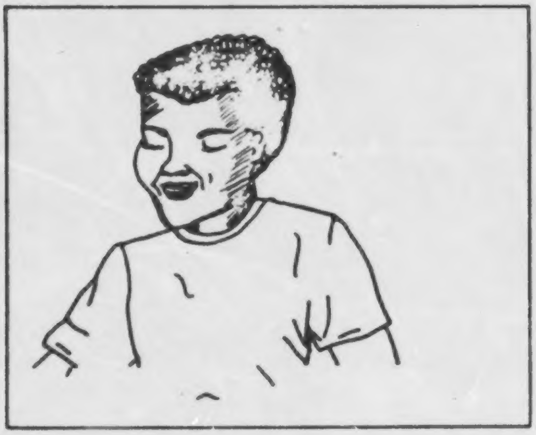
H-2 order W



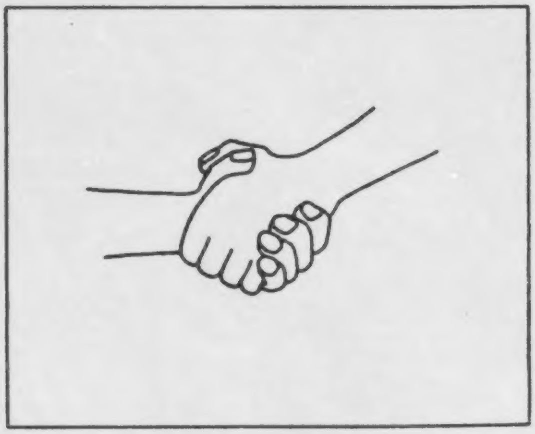
H-3 order A



H-4 order X

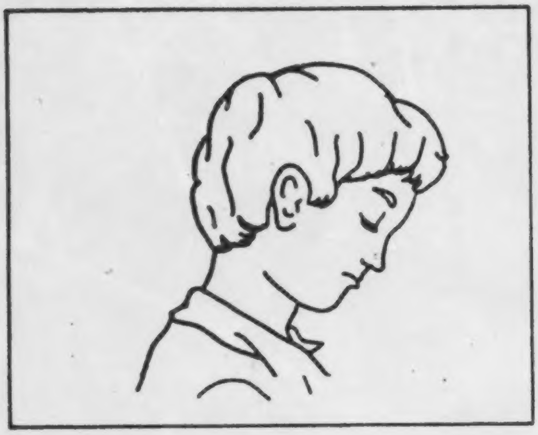


H-5 order I

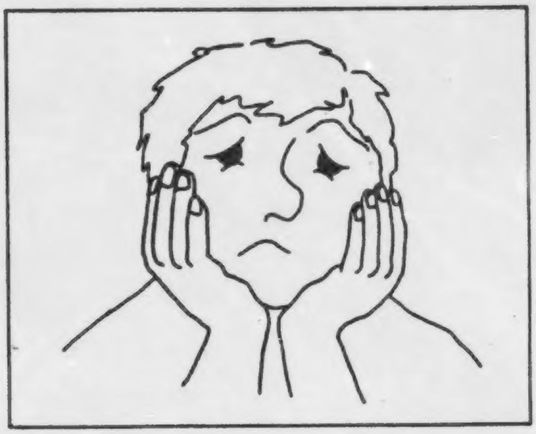


H-6 order T

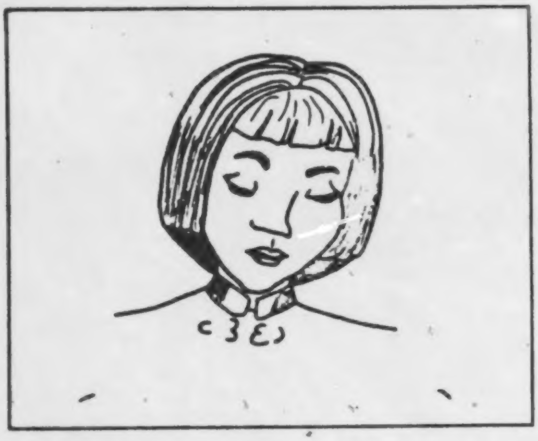
Six Sad Cards



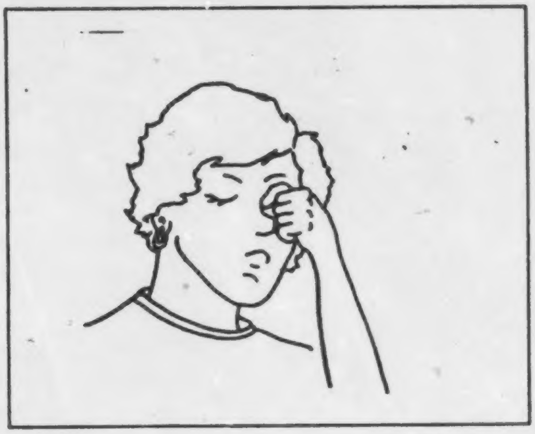
Sa-1 order J



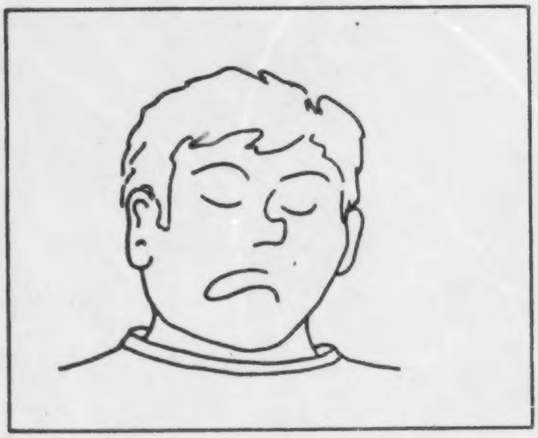
Sa-2 order O



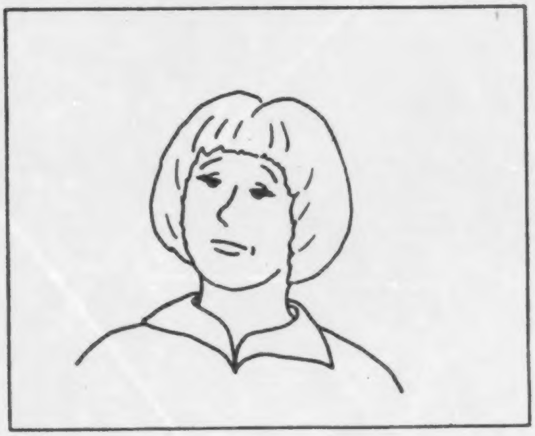
Sa-3 order V



Sa-4 order S

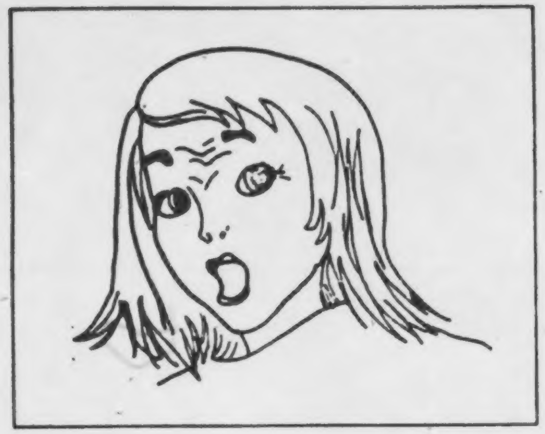


Sa-5 order F

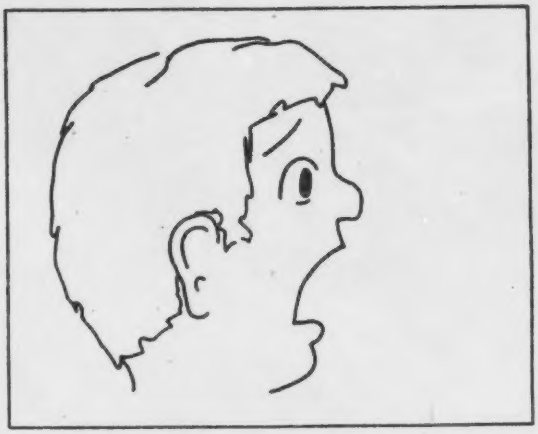


Sa-6 order C

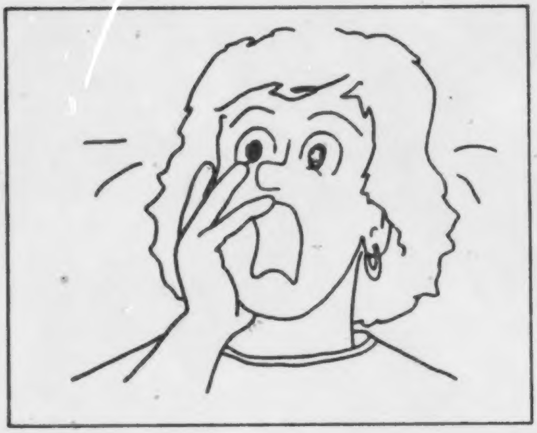
Six Scared Cards



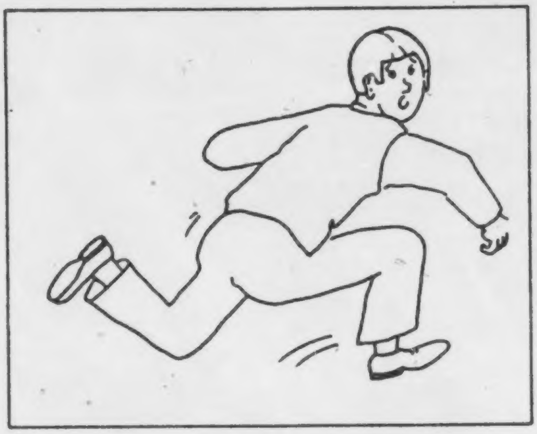
Sc-1 order R



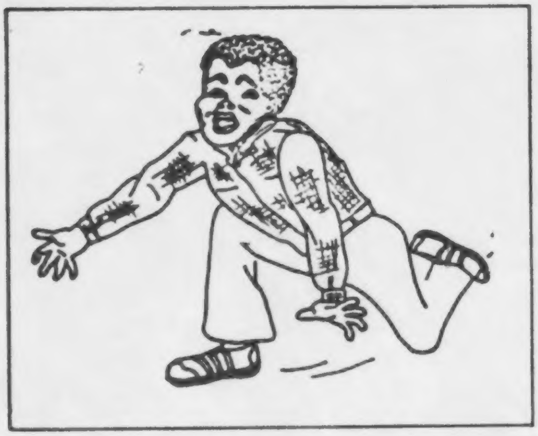
Sc-2 order G



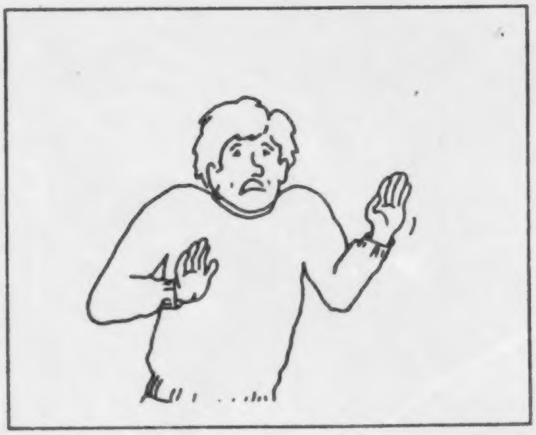
Sc-3 order V



Sc-4 order B

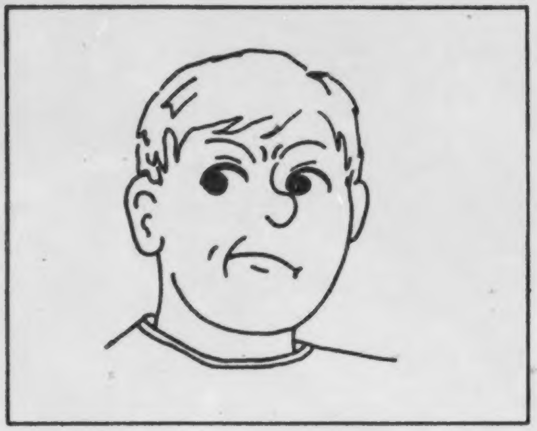


Sc-5 order K

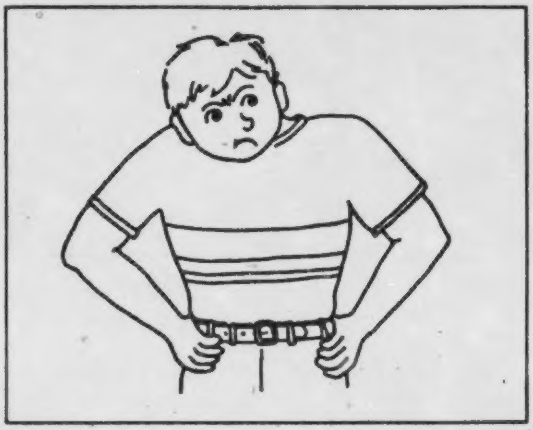


Sc-6 order D

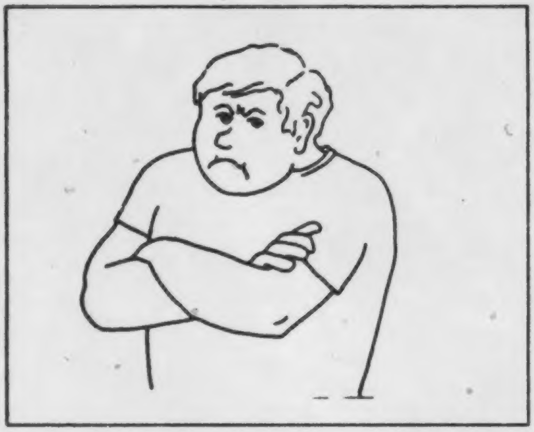
Six Mad Cards



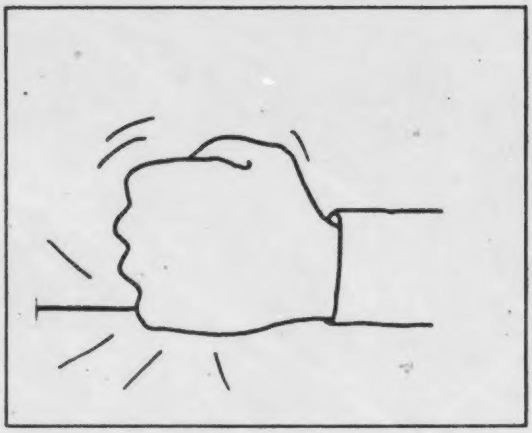
M-1 order Q



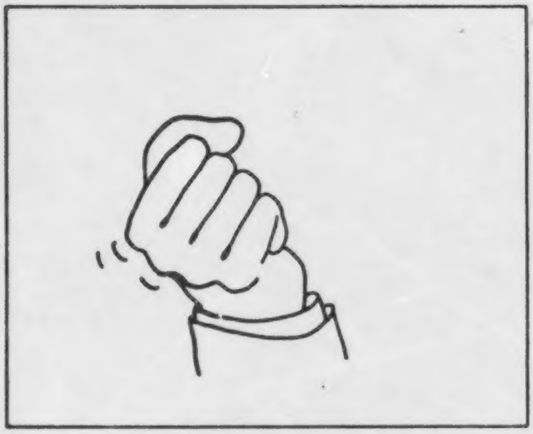
M-2 order H



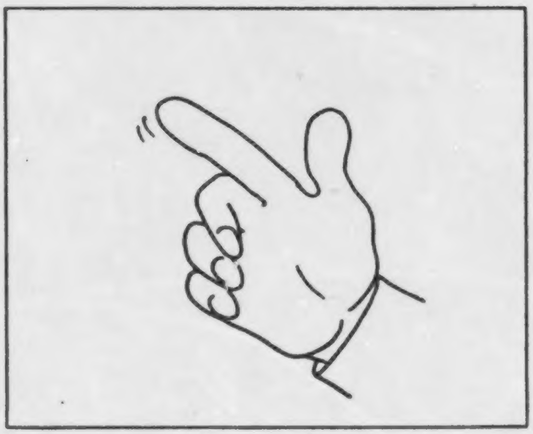
M-3 order N



M-4 order L



M-5 order E



M-6 order P

1: 2.a. The learner will be able to match causes with specific feelings.

Test title: Causes of Feelings

Purpose: This test is to determine the learner's understanding of the relationship between causes and feelings by having him/her identify feelings which can result from specific causes.

1: 3.a. The learner will be able to recognize appropriate/inappropriate responses to feelings.

Test title: Showing Feelings

Purpose: This test is to determine the learner's knowledge that there are many ways to respond to feelings by having him/her identify ways others can respond to feelings when given examples of other's feelings and the causes of those feelings.

Special Instructions: In this test, the student is given four situations and asked to recognize feelings which can result from these. In each inappropriate response is sought. The way the directions are worded, the appropriate response is called for first. If the child supplies an inappropriate response first, when asking for the alternative response, the wording should be changed so that the appropriate response is called for. This change should be indicated in the Answer Book.

1: 4.a. The learner will be able to recognize how people respond to the behavior of others.

Test title: Understanding Others

Purpose: This test is to determine the learner's knowledge that individuals have an effect on each other by having him/her identify ways people respond to others when given examples of how others feel and how they react in response to those feelings.

Causes of Feelings

Directions: The following is read to the student.

I want to find out what can cause you to feel certain ways. I will give you the name of a feeling and then read some things that could make you feel that way. I want you to choose the thing that can cause that feeling.

1. Something that can make you feel sad is:
    (a) losing a game.
    (b) having someone break your favorite toy on purpose.
    (c) walking down a dark street alone.
    (d) having someone tell you you did a good job.
2. Something that can really make you feel happy is:
    (a) someone calling you a bad name.
    (b) have someone tell you you did a good job.
    (c) walking down a dark street alone.
    (d) losing the money you were going to spend at the candy counter.
3. Something that can really make you mad is:
    (a) having someone break your favorite toy on purpose.
    (b) seeing a fire truck stop at your house.
    (c) winning a race.
    (d) having your puppy sick.
4. Something that can really make you scared is:
    (a) someone hiding your best toy.
    (b) winning a race.
    (c) walking down a dark street alone.
    (d) losing your money.

1: 2.a continued

Acceptable responses:

1. a, 2. b, 3. a, 4. c

Scoring: 1 point for each acceptable response.

Possible: 4

Showing Feelings

Directions: The following is read to the student.

When people feel some way like happy or sad they usually do something to show how they feel. For example, when something happens to make me feel real happy I usually clap my hands or laugh. What do you usually do when you feel happy about something?

I am going to tell you how someone feels when something happens. I want you to tell me the ways that person might act to show his or her feelings.

1. John feels mad when someone pushes him in line. Tell me what John could do to show he was mad in a way that would not get him in trouble. (Record Response)
2. Tell me what John could do to show his feeling but get in trouble because of it. (Record Response)
3. Fran feels unhappy when she does not get her turn in a game. Tell me what Fran could do to show she was unhappy in a way that would not get her in trouble. (Record Response)
4. Tell me what Fran could do to show her feeling but get in trouble. (Record Response)
5. Henry feels afraid when he is late for school and has to come into the room with everyone seated. Tell me what Henry could do to show he was afraid in a way that would not get him in trouble. (Record Response)
6. Tell me what Henry could do to show his feeling but get in trouble. (Record Response)
7. Amy feels excited when she knows the class is going on a field trip. Tell me what Amy could do to show she was excited in a way that would not get her in trouble. (Record Response)
8. Tell me what Amy could do to show her feeling but get in trouble because of it. (Record Response)

Acceptable responses:

1. tell the person he is angry and to go to the end of the line; tell the person in authority what happened
2. fight, push back, yell, pinch, hit

1: 3.a continued

3. tell the game leader she did not get her turn, start a new game with her friends

4. cry, push in front of someone in the game, blame a child in the game

5. walk in and take his seat, tell the teacher why he is late, wait until the class is moving to an activity to go in the room.

6. not go to school, hide, sneak in

7. tell the teacher she is excited, ask the teacher if they could discuss the trip, plan to talk about the trip with friends at recess

8. get out of her seat, talk to friends about the trip during class, disrupt the class, hurt another person

Scoring: 1 point for each acceptable response.

Possible: 8

Understanding Others

Directions: The following is read to the student.

> Now I am going to tell you how a person feels and what that person does to show the feeling. I want you to tell me what other children might do.

1. Jane feels mad and screams. What might others do when Jane does that? (Record response)
2. Mike feels disappointed and slams his desk. What might others do when Mike does that? (Record response)
3. Emma feels sad and cries. What might others do when Emma does that? (Record response)
4. Glenn feels happy about something and tells his classmates. What might others do when Glenn does that? (Record response)

Examples of acceptable responses:

1. stay away, act just like her
2. get quiet, wait to see what the teacher did, look at him
3. make her feel better, comfort, talk to her, find out what was the matter
4. smile, act just like him, get jealous, laugh, tell him they are glad he is happy

Scoring: 1 point for each acceptable response.

Possible: 4

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name ____________________ Total Score _______

Evaluation Summary Score Sheet

2-3 Module 1

You + Others = ???

Objective	Outcome	Possible max		Possible score	Actual right		Actual score
1	a	4	x4	16	_____	x4	_____
1	b	24	x2/3	16	_____	x2/3	_____
2	a	4	x4	16	_____	x4	_____
3	a	8	x4	32	_____	x4	_____
4	a	4	x5	20	_____	x5	_____
		Total		100			_____

2: What Do You Like? What Do You Do?

GOAL: The learner will identify the interests and tastes of self and others and understand their influence upon activities.

OBJECTIVE 1: The learner will be aware of his/her personal interests and tastes.

OUTCOMES: The learner will be able to:

a. recognize and choose personal interests from a list

b. recognize and choose indications of taste from a list.

OBJECTIVE 2: The learner will be aware of the influence of interests and tastes on activities.

OUTCOMES: The learner will be able to:

a. identify interests and tastes on the basis of activities.

Evaluators' Instructions

2: What Do You Like? What Do You Do?

2: 1.a. The learner will be able to recognize and choose personal interests from a list.

Test title: My Interests

Purpose: This test is to determine the learner's awareness of interests by having him/her identify several interests.

Special Instructions: While there are 48 items for this test, the top score is 16. If a child checks each interest, the test should be readministered individually with him/her.

2: 1.b. The learner will be able to recognize and choose indications of taste from a list.

Test title: I Can Choose

Purpose: This test is to determine the learner's awareness of tastes by having him/her identify several of their tastes.

Special Instructions: While there are 72 items for this test, the top score is 14. A maximum of two points is accepted from each of the seven categories. If a child checks each taste, the test should be readministered individually with him/her.

2: 1.a

Name ______________________________ Score ______

My Interests

Directions:

Place a check in the box after each activity that you are interested in and can do.

1. Feed chickens ____________________ ☐
2. Paint a picture ____________________ ☐
3. Use a microscope ____________________ ☐
4. Teach little children ____________________ ☐
5. Run a race ____________________ ☐
6. Give a speech ____________________ ☐
7. Act in a play ____________________ ☐
8. Play football ____________________ ☐
9. Play baseball ____________________ ☐
10. Go fishing ____________________ ☐
11. Grow plants ____________________ ☐
12. Help clean house ____________________ ☐
13. Help do shopping ____________________ ☐
14. Help clean the yard ____________________ ☐
15. See a movie ____________________ ☐

2: 1.a continued

16. Watch TV ____________________

17. Learn to dance ____________________

18. Learn to play a piano ____________________

19. Learn to play a musical instrument ____________________

20. Sing ____________________

21. Go to camp ____________________

22. Go camping with the family ____________________

23. Buy new clothes ____________________

24. Buy candy or gum ____________________

25. Buy a new toy ____________________

26. Buy a gift for a party ____________________

27. Eat in a restaurant ____________________

28. Play a board game ____________________

29. Go to school ____________________

30. Brush the dog ____________________

31. Go to the library ____________________

32. Read a book ____________________

33. Write a story or letter ____________________

34. Sew on a button ____________________

2: 1.a continued

35. Fix a bicycle ____________________ ☐
36. Go swimming ____________________ ☐
37. Treat a sick dog ____________________ ☐
38. Make a poster ____________________ ☐
39. Help build a dog house ____________________ ☐
40. Go to the doctor ____________________ ☐
41. Draw pictures ____________________ ☐
42. Fly in an airplane ____________________ ☐
43. Take pictures with a camera ____________________ ☐
44. Play on swings or parallel bars ____________________ ☐
45. Play a game with your school classmates ____________________ ☐
46. Catch bugs ____________________ ☐
47. Watch a basketball game ____________________ ☐
48. Ride a skateboard ____________________ ☐

(3)

Scoring: Allow up to 16 points for reasonable responses. If a child checks each interest, redo it individually with him/her.

Possible: 16

2: 1.b

Name________________________________ Score______

I Can Choose

Directions:

Place a check in the box after each item you might choose to have or do.

Pets

dog		☐
cat		☐
bird		☐
turtle		☐
fish		☐
other		☐
none		☐

Sports

football		☐
baseball		☐
basketball		☐
tennis		☐
ping-pong		☐
hiking		☐
running		☐
other		☐
none		☐

2: 1.b continued

TV

cartoons		
mystery shows		
country-western variety shows		
police shows		
comedy shows		
family shows		
space shows		
western or cowboy shows		
soap operas		
new shows		
animal shows		
none		

Movies

comedy		
family		
horror		
cowboy		
adventure		
animal		
other		
none		

Music

country-western		
rock 'n roll		
ballads		
classical		
children's		
other		
none		

2: 1.b continued

Food

beef		
pork		
milk		
green vegetables		
potatoes		
fruit		
candy		
cake		
pie		
ice cream		
green salad		
eggs		
cheese		
breakfast cereal		
donuts		

Clothing

sandals		
oxfords		
sneakers		
dress shoes		
jeans		
corduroys		
cut offs		
t shirts		
sweaters		
dresses		
skirts		
shorts		
overalls		
jumpsuits		

(7)

Scoring: Allow a maximum of 2 points for each area of taste.

Possible: 14

Evaluators' Instructions

2: What Do You Like? What Do You Do?

2: 2.a. The learner will be able to identify interests and tastes on the basis of activities.

Test title: Interests and Activities

Purpose: This test is to determine the learner's understanding of the relationship between interests - tastes and activities by having him/her identify activities which can result from specific interests and tastes.

2: 2.a

Name ______________________________ Score ______________

Interests and Activities

Directions:

This is a story about Ron and Mona. They are eight and nine years old. They go to school. They have many interests so they do lots of things. Your job is to decide what interests and tastes Ron and Mona have from what they do.

Part 1 of the story is an example.
Let's read it now and you circle one answer.

Part 1: Mona and Ron spend a lot of time finding pretty rocks and old buttons. They glue the rocks in boxes. They find the right name and write it below each rock. They pin the buttons on cloth and write how old they are below each one. Ron and Mona have an interest in:

A. pins B. reading C. [✓ collections] D. junk

If you chose collections you are right.
Mona and Ron collect rocks and buttons.

Now do the rest of the story.

Part 2: Ron likes to sing. He wants to learn to play drums. He spends time listening to records. Ron has an interest in:

A. Indians B. [✓ music] C. school D. songs

Part 3: Mona does not like to sing. She makes pictures for her teacher. At home, Mona likes to paint scenes or color birthday or get well cards for her friends. She likes to draw Ron as he listens to records. Mona has an interest in:

A. [✓ art] B. records C. school D. singing

2: 2.a contined

Part 4: Both Ron and Mona like to spend free school time at learning centers. They often choose the centers with bugs, microscopes, scales, rocks and things to try out. Once Ron followed directions and made oil float on water. Mona and Ron have an interest in:

A. bugs B. collections C. games D. [✓ science]

Part 5: Ron and Mona both like games. Ron likes to play basketball and Mona is a good softball pitcher. They go to school football games and track events. Ron and Mona have an interest in:

A. playing B. reading C. [✓ sports] D. school

Part 6: Mona likes to spend some time every day with a good book. She goes to the library downtown once a week with Ron. She usually chooses stories about horses. Mona has an interest in:

A. [✓ reading] B. animals C. libraries D. sports

Part 7: Ron belongs to a club of people who own dogs. They show dogs doing tricks and standing straight and tall. The best dog gets a prize. Ron also keeps a white rabbit and a brown one. He has seven goldfish. Alley, Ron's cat, ate three of them. Ron has an interest in:

A. shows B. [✓ pets] C. dogs D. collections

Part 8: Mona helps choose her clothes for school. She gets a pair of blue shoes, a blue and white checked dress, blue socks, blue denim jeans, and a white picture T shirt. Mona has a taste for:

A. pictures B. dresses C. school D. [✓ blue]

Part 9: Ron does not like to buy clothes. He likes to spend his money on comic books. Last month Ron bought four Super Kid exciting books, one Double Duck, one Thing, and two Robin Hood comics. Ron has a taste for:

A. animal stories B. horror stories
C. adventure stories D. [✓ comic books]

Part 10: Mona likes to get hot fudge sundaes at the ice cream store. She helps her mother bake chocolate chip cookies and likes devils food cake. Mona has a taste for:

A. Baking B. [✓ Chocolate] C. Going to the store D. Cake

Part 11: Ron's dad is helping him build a small boat in a bottle. He has an electric train, a shelf full of match box cars and last year built a model plane that flew. Ron has an interest in:

A. Boats B. Cars C. Flying D. [✓ Models]

Scoring: 1 point for each correct response.

Possible: 10

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name ________________ Total Score ______

Evaluation Summary Score Sheet

2-3 Module 2

What Do You Like? What Do You Do?

Objective	Outcome	Possible max		Possible score	actual right		actual score
1	a	16	x2	32	_____	x2	_____
1	b	14	x2	28	_____	x2	_____
2	a	10	x4	40	_____	x4	_____
	Total			100			_____

Developmental Level 2-3

3: You: Who...Where...When...

GOAL: The learner will define the meaning and properties of roles, settings, and events.

OBJECTIVE 1: The learner will be able to give a definition of roles, settings, and events.

OUTCOMES: The learner will be able to:
- a. choose a definition for: i) role, ii) setting and iii) event.

OBJECTIVE 2: The learner will identify a variety of roles.

OUTCOMES: The learner will be able to:
- a. differentiate between the role activities he/she assumes
- b. describe himself/herself in terms of role activities.

OBJECTIVE 3: The learner will identify a variety of events.

OUTCOMES: The learner will be able to:
- a. differentiate between natural and crisis events.

OBJECTIVE 4: The learner will describe the effect of different kinds of events.

OUTCOMES: The learner will be able to:
- a. match effects to events.

Evaluator's Instructions

3: You: Who...Where...When...

3: 1.a. The learner will be able to choose a definition for role, setting, and event.

Test title: Roles, Settings, Events

Purpose: This test is to determine the learner's understanding of the vocabulary used in discussing careers.

3: 1.a

Name ______________________ Score ______________

Roles, Settings, Events

Directions:

Put a check on the blank beside the right answer.

A role is

a place to be ______

the way a person acts __✓__

the way someone looks ______

A setting is

a person ______

a place __✓__

a happening ______

An event is

a person ______

a place ______

a happening __✓__

When a person is teaching they are:

in a role __✓__

being an event ______

being a setting ______

A theater provides:

a role ______

a setting __✓__

an event ______

3: 1.a continued

Scoring: 1 point for each correct response. A correct response is indicated by a check as shown on this key.

Possible: 5

Evaluators' Instructions

3: You: Who...Where...When...

3: 2.a. The learner will be able to differentiate between the role activities he/she assumes.

Test title: If

Purpose: This test is to determine the learner's ability to assign activities to dichotomous categories such as work-play.

3: 2.b. The learner will be able to describe himself/herself in terms of role activities.

Test title: Activities and Roles

Purpose: This test is to determine the learner's ability to match various activities with the different roles the student functions in.

Name______________________________ Score______

If

Directions:

Circle the word in each pair that describes the activity:

1. If you are doing homework, you are

   [✓ WORKING] PLAYING

2. If you are teaching, you are

   [✓ HELPING] BEING HELPED

3. If you are telling a joke, you are

   [✓ TALKING] LISTENING

4. If you are attending a movie, you are

   DOING [✓ WATCHING]

5. If you are hitting a ball, you are

   WORKING [✓ PLAYING]

6. If you are playing a record, you are

   TALKING [✓ LISTENING]

7. If you are bicycle riding, you are

   [✓ DOING] WATCHING

8. If you are learning to write, you are

   HELPING [✓ BEING HELPED]

(2)

Scoring: 1 point for each correct response.

Possible: 8

Name________________________________ Score______

Activities and Roles

Directions:

Put a check in the box under the role described in the activity.

	Work Role	Family Role	Free time Role	Citizen Role
washing dishes after breakfast		✓		
collecting money for UNICEF				✓
delivering newspapers	✓			
going swimming			✓	
picking up trash in the park				✓
helping your little sister tie a shoe		✓		
going to school	✓			
going to Disneyland			✓	
watching TV			✓	
being a son or daughter		✓		
helping an old person				✓
obeying a traffic light				✓

3: 2.b continued

Scoring: 1 point for each correct response.

Possible: 12

Evaluator's Instructions

3: You: Who...Where...When...

3: 3.a. The learner will be able to differentiate between natural and crisis events.

Test title: Events

Purpose: This test is to determine the learner's ability to distinguish events by identifying examples of them.

Name ______________________________ Score ______________

Events

Directions:

Put a check before each of the following that is/or probably will be a once in a lifetime event.

__________ watch TV

____✓____ break both legs

____✓____ lose your first tooth

__________ see your parents

__________ erase the blackboard

____✓____ your baby sister is born

____✓____ move out of your present house

____✓____ take your first airplane ride

__________ eat at a pancake house

____✓____ start to High School

(4)

Scoring: 1 point for each correct response. A correct response is indicated by a check or blank as shown on this key. See special instructions.

Possible: 10

Evaluators' Instructions

3: You: Who...Where...When...

3: 4.a The learner will be able to match effects to events.

Test title: Event Pictures

Purpose: This test is to determine the learner's understanding of the relationship between events and effects by having him/her match an effect to a picture of an events.

Special instructions: When statement B is given the evaluator should be sure the student understands that he/she can put down 2 answers.

Name________________________________ Score______

Event Pictures

Directions:

On the next page are a list of statements about things you might do.

Below the statements are some pictures that show a reason for doing that.

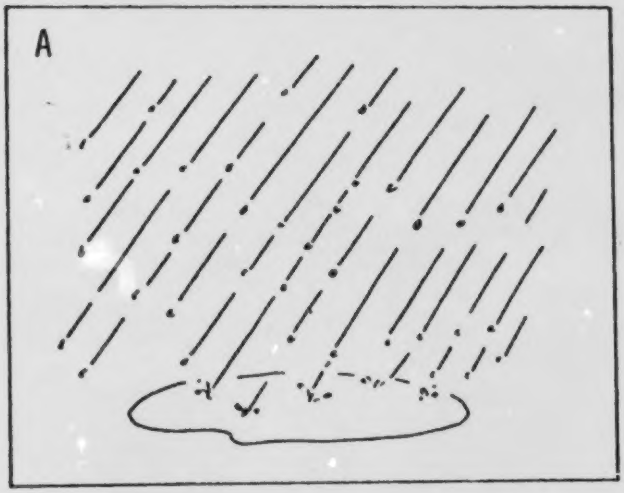
Decide which picture shows a reason for doing what the statement says and put the number of that picture on the line in front of the statement.

Here is one you can do for practice:

Statements

____A____ You run home after your team races are called off.

_________ You get a sunburn playing with your friends.



If you chose A you are right.

3: 4.a continued

Statements

A. 2 You stay home for two days.

B. 1,3 You stay at a neighbor's house all night.

C. 1 You make all new friends.

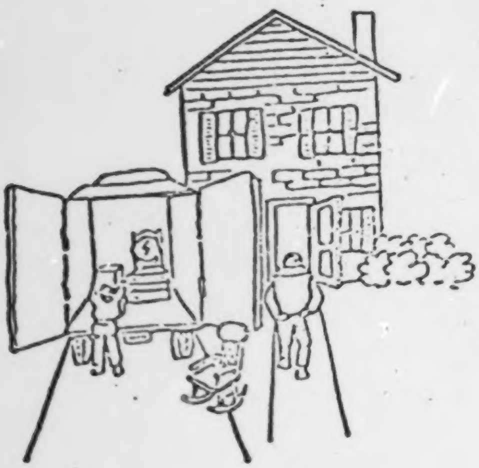
D 1,3 Your family gets a different house.

E. 3,4 You go shopping for new clothes with your family.

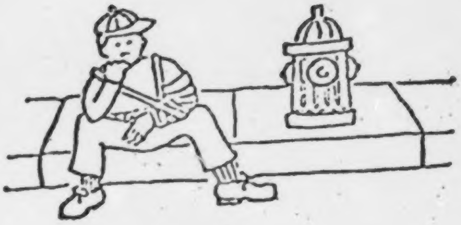
F. 1 You take a long ride.

G. 2 You won't be playing much ball.

1



2



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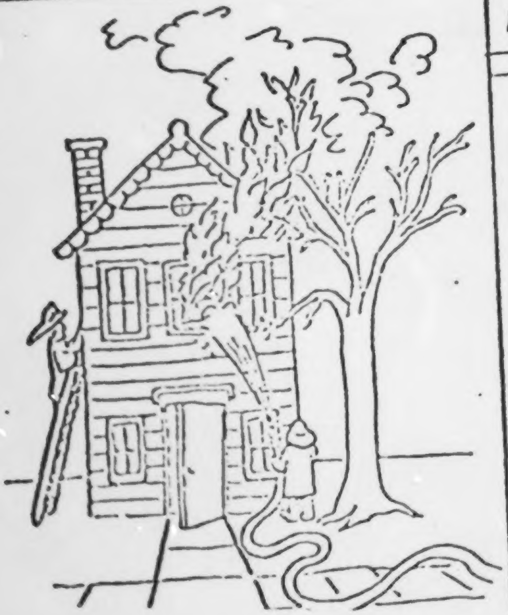
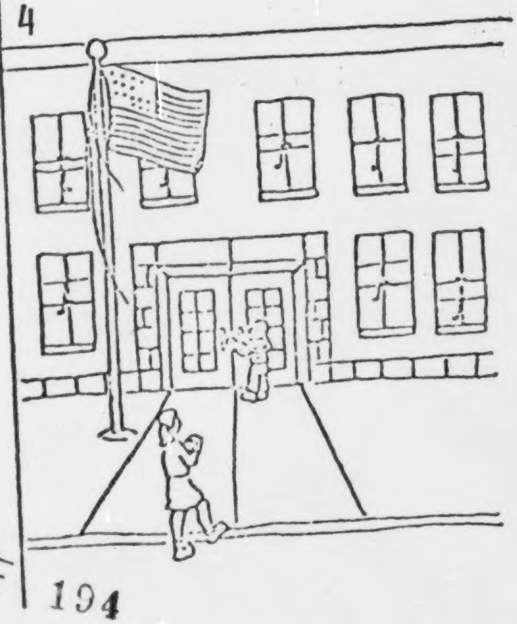


4



Scoring: 1 point for each correct repsonse.

Possible: 10

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name ________________ Total Score ______

Evaluation Summary Score Sheet

2-3 Module 3

You: Who...Where...When...

Objective	Outcome	Possible max		Possible score	actual right		actual score
1	a	5	x4	20	_____	x4	_____
2	a	8	x2	16	_____	x2	_____
2	b	12	x2	24	_____	x2	_____
3	a	10	x2	20	_____	x2	_____
4	a	10	x2	20	_____	x2	_____
	Total			100			_____

Developmental Level 2-3

4: You At Work: Who...Where...When...

GOAL: The learner will define the meaning of work roles, work settings, and work-linked events.

OBJECTIVE 1: The learner will identify a variety of work roles.

OUTCOMES: The learner will be able to:
- a. define work
- b. tell reasons for work.

OBJECTIVE 2: The learner will identify a variety of work settings.

OUTCOMES: The learner will be able to:
- a. choose jobs appropriate to home and school
- b. choose jobs appropriate to geographic location.

OBJECTIVE 3: The learner will identify a variety of work-linked events.

OUTCOMES: The learner will be able to:
- a. choose jobs appropriate to past, present, and future.

OBJECTIVE 4: The learner will identify examples of work roles, settings, and events.

OUTCOMES: The learner will be able to:
- a. categorize examples of work roles, settings, and events.

Evaluators' Instructions

4: You At Work: Who...Where...When...

4: 1.a. The learner will be able to define work.

Test title: Work

Purpose: This test is to determine the learner's ability to distinguish between work and non-work activities.

Special Instructions: Any of the four items checked on the key are considered to be correct responses.

4: 1.b. The learner will be able to tell reasons for work.

Test title: Why We Work

Purpose: This test is to determine the learner's ability to identify reasons why people work.

Name ______________________________ Score ______________

Why We Work

Directions:

Check four of the best reasons why people work:

__________ to have fun

____✓_____ to get money

__________ to have a place to go

____✓_____ to get something special

__________ to learn

____✓_____ to feel good about doing something

__________ to stay out of jail

____✓_____ to have others notice you

(2)

Scoring: 1 point for each correct response.

Possible: 4

Evaluators' Instructions

4: You At Work: Who...Where...When...

4: 2.a. The learner will be able to choose jobs appropriate to home and school.

Test title: Work Setting

Purpose: This test is to determine the learner's ability to distinguish between jobs they can perform at home and school.

4: 2.b. The learner will be able to choose jobs appropriate to geographic location.

Test title: Where People Work

Purpose: This test is to determine the learner's ability to identify jobs in terms of their settings.

4: 2.a

Name________________________________ Score______

Work Settings

Directions:

Check each task below under the work setting where it most often happens.

	Home	School
make your bed	✓	
pass out papers		✓
take a message to the office		✓
answer the phone	✓	
empty trash	✓	
sweep the walk	✓	
rake the grass	✓	
work 5 arithmetic problems		✓

(3)

Scoring: 1 point for each correct response

Possible: 8

4: 2.b

Name______________________________ Score______

Where People Work

Directions:

Check the right setting for each job.

	Park	Ranch	Farm	Seaport
food grower			✓	
forest ranger	✓			
cowboy		✓		
fisherman				✓
fire spotter	✓			
boat captain				✓
sailor				✓
chuck wagon cook		✓		
milk producer (milker)			✓	

(4)

Scoring: 1 point for each correct response

Possible: 9

Evaluators' Instructions

4: You At Work: Who...Where...When...

4: 3.a. The learner will be able to choose jobs appropriate to past, present, and future.

Test title: Jobs Old and New

Purpose: This test is to determine the learner's understanding of the concept that the passage of time results in different job needs.

4: 3.a

Name ______________________________ Score ______________

Jobs Old and New

Directions:

Check the right time period for each job.

	Past	Present	Future
stonecutter	✓		
auto mechanic		✓	
undersea farmer			✓
Indian Scout	✓		
TV repairman		✓	
space tour guide			✓
Buffalo Hunter	✓		
Teacher		✓	
slave	✓		
moon farmer			✓

Scoring: 1 point for each correct response.

Possible: 10

Evaluators' Instructions

4: You At Work: Who...Where...When...

4: 4.a. The learner will be able to categorize examples of work roles, settings, and events.

Test title: Work Roles, Settings, Events

Purpose: This test is to determine the learner's understanding of the concepts of work roles, settings, and events by having him/her identify examples of each.

4: 4.a

Name____________________________ Score______

Work Roles, Settings, Events

Directions:

Check the right box for each word below:

	work roles	work settings	work related events
get a paycheck			✓
truck driver	✓		
restaurant		✓	
get hired			✓
office		✓	
firefighter	✓		
promotion			✓
take 2 weeks vacation			✓
lose job			✓
secretary	✓		
clerk	✓		
carpenter	✓		
school		✓	
police station		✓	
grocery store		✓	

(6)

Scoring: 1 point for each correct response.

Possible: 15

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name ____________________ Total Score _______

Evaluation Summary Score Sheet

2-3 Module 4

You At Work: Who...Where...When...

Objective	Outcome	Possible			Actual		
		max		score	right		score
1	a	4	x2	8	_____	x2	_____
1	b	4	x2	8	_____	x2	_____
2	a	8	x2	16	_____	x2	_____
2	b	9	x2	18	_____	x2	_____
3	a	10	x2	20	_____	x2	_____
4	a	15	x2	30	_____	x2	_____
	Total			100			_____

Developmental Level 2-3

5: You Can Decide

GOAL: The learner will become aware of the decision-making process.

OBJECTIVE 1: The learner will be aware of decision-making.

OUTCOMES: The learner will be able to:
a. recognize definitions of words used in discussing decision-making
b. recognize statements about how decisions are made.

Evaluators' Instructions

5: You Can Decide

5: 1.a. The learner will be able to recognize definitions of words used in decision-making.

Test title: Decision Words

Purpose: This test is to determine the learner's understanding of the vocabulary used in discussing decision-making.

5: 1.b. The learner will be able to recognize statements about how decisions are made.

Test title: Decision Statements

Purpose: This test is to determine the learner's understanding of the concepts used in decision-making.

Name ______________________________ Score ______

Decision Words

Directions:

Read the following list of definitions.
If you agree with the definition of the word, circle YES.
If the definition of the word is not correct, circle NO.

1. Difficult means something is hard to do.

[✓ YES] NO

2. An easy job is one you can do with no trouble.

[✓ YES] NO

3. A hard job is one you can do with no trouble.

YES [✓ NO]

4. Consequence means alternative.

YES [✓ NO]

5. Alternative means another answer or choice.

[✓ YES] NO

6. Influence means decide.

YES [✓ NO]

7. Consequence means what happens after a decision is made.

[✓ YES] NO

8. Similar means different.

YES [✓ NO]

9. To have an open mind means you cannot make a decision.

YES [✓ NO]

10. Consensus means everyone agress.

[✓ YES] NO

11. Compromise means somebody else wins.

YES [✓ NO]

12. Vote means someone tells you what to do.

YES [✓ NO]

(2)

Scoring: 1 point for each coreect response.

Possible: 12

Name________________________________ Score______

Decision Statements

Directions:

Read the following statements about decision-making.
If you agree with the statement, circle YES.
If the statement is not correct, circle NO.

1. Making a decision is making up your mind.

   [✓ YES] NO

2. Choosing a book is making a decision.

   [✓ YES] NO

3. Doing what you are told is making a decision.

   YES [✓ NO]

4. Asking a question is a way to find out about something.

   [✓ YES] NO

5. Helping your class decide what game to play is a personal decision.

   YES [✓ NO]

6. Deciding what friend to ask to your house is a personal decision.

   [✓ YES] NO

7. Group decisions are made by several people.

   [✓ YES] NO

8. A decision is easy if there is only one choice.

   [✓ YES] NO

(3)

Scoring: 1 point for each correct response.

Possible: 8

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name ____________________ Total Score _______

Evaluation Summary Score Sheet

2-3 Module 5

You Can Decide

Objective	Outcome	Possible			Actual		
		Max		Score	right		score
1	a	12	x5	60	_____	x5	_____
1	b	8	x5	40	_____	x5	_____
	Total			100			_____

EVALUATORS' MANUAL

for the

CAREER EDUCATION CURRICULUM PROJECT

EVALUATION

4-6 Developmental Level

Missouri Evaluation Projects
University of Missouri
Columbia, Missouri
January, 1978

Earl J. Moore, CO-Director
Frank E. Wellman, CO-Director

INTRODUCTION

Purpose

The purpose of the tests that follow is to determine how well the activities suggested in each Module of the *Career Education Curriculum Project* appear to teach the stated *Objectives for that Module.*

Evaluators' Manual

This Manual has been provided so that teachers evaluating their career education activities might obtain maximum information. Since over a period of time, many individuals might be involved in this process, this Manual attempts to supply both a standarized method of administrating and scoring the tests and an easy reference for evaluating the student's progress. In addition, this Manual is constructed so that the evaluator can identify the Outcomes these tests measure in terms of the stated Objectives of the CECP Modules.

Format of Manual

The tests and related materials incorporated into this Manual are arranged around the five CECP Modules. These tests are intended to evaluate the Objectives from the Modules and not specific activities or exercises. However, it was not possible to formulate tests for every Objective, therefore, not every Module is evaluated in its entirety.

The Goals and Objectives that are being evaluated for each Module are listed on the yellow pages. The Goals and Objectives are directly related to the Modules, but are not always identical to them. In some cases, for the sake of clarity and consistency, they have been rewritten. The Outcomes that are listed on these pages have been developed specifically for the evaluation process so that the evaluator can determine the specific nature of the performance that is required.

Evaluators' Instructions for the tests are printed on blue paper, these precede the tests for each Objective and include:

- Outcome statement
- Test title
- Purpose of the test
- Special instructions

Tests are printed on white paper. Each test is identical to the corresponding Student Test Page with the following exceptions:

- Correct answers are indicated
- Scoring instructions are included
- The total possible score is stated

This format has been adopted to simplify the administration and scoring of the tests. Before a test is administered, the evaluator should become familiar with the material on the yellow and blue pages. This information should be used to select the tests that will be used and to inform the evaluator of the testing procedures to be followed in administering the test. When administering individual tests, the evaluator need only provide the students with the copy of the Student Test Booklet that contains the test being used.

Coding used in Manual

Each Module has been numbered and coded for convenience in referring to it. For the Developmental Level 4-6 Modules, the following numbers apply to the corresponding titles.

1: You + ??? = Friends
2: You and New Things to Do
3: You: Who...Where...When...
4. You at Work: Who...Where...When...
5. You and Your Choices

The number following the Module number refers to the Objective being measured; the letter following the Objective number refers to the Outcome being measured. Thus:

3: 1.c

refers to Module Three (You: Who...Where...When...), Objective One, Outcome C.

This code is used throughout the Manual and on the Student Test Pages. The appropriate code number appears at the upper left hand corner.

Student Test Booklet

The Student Test Pages are in individual test booklets by Module. The Test Pages are identical to those in the Evaluators' Manual minus the answers and the scoring information. The cover of each Student Test Booklet provides a summary score sheet for the individual student.

Recording Scores

Tests are scored according to the Evaluators' Manual test copy (white pages). Scores are recorded:

- At the top of each Student Test Page
- On the summary score sheet cover of the Student Test Booklet
- On the class summary sheet

General Test Administration

1. Be prepared to clarify each item. It may be necessary for you to take the test yourself before giving it to the children.

2. Be certain each student has a test booklet and a pencil.

3. Instruct the students to write their names at the top of the cover page of the booklet.

4. Directions for each test are included at the top of each Test Page. Instruct the students to read the directions at the top of the page. Give them specific instructions as to what they should do when they do not understand directions or words. Example: "If you do not understand the directions or a word in the test, raise your hand and I will come to your desk to help you."

5. If a child has difficulty reading the test items, either:
   a. read them to him/her yourself
   b. allow a peer to read the test to him/her
   c. ask for an older student from another grade to read to this child.

Developmental Level 4-6

1: You + ??? = Friendship

GOAL: The learner will understand the transactional strategies of self and others.

OBJECTIVE 1: The learner will identify types of relationships.

OUTCOMES: The learner will be able to:
- a. categorize types of relationships.

OBJECTIVE 2: The learner will identify rights and responsibilities within interpersonal relationships.

OUTCOMES: The learner will be able to:
- a. recognize rights in relationships.
- b. recognize personal responsibilities in relationships.

OBJECTIVE 3: The learner will identify honesty, genuineness, trust, and loyalty in relationships.

OBJECTIVE 4: The learner will recognize characteristics of a friend and strategies for making friends.

OUTCOMES: The learner will be able to:
- a. recognize characteristics of a friend in others.
- b. choose ways of making friends.

Evaluators' Instructions

1: You + ??? = Friendship

1: 1.a. The learner will be able to categorize types of relationships.

Test title: Relationship Categories.

Purpose: This test is to determine the learner's understanding of degrees of friendship by having him/her choose the depth of relationship represented in each item.

1: 1.a

Name ______________________________ Score _____________

Relationship Categories

Directions:

Read each sentence below.
Decide if the two people just barely know each other, are friendly, or are really good friends.
Check the right degree of friendship for the two people in each sentence.

	Know	Friendly	Good Friends
1. Mary recognizes the mailman when she sees him downtown.	✓		
2. Jeff talks to his coach about the baseball season.		✓	
3. Sue and Lucy tell each other secrets.			✓
4. Paul and Jack have known each other for years.			✓
5. Tom and Eric talk about their models with each other at the school science club.		✓	
6. Liza sees her school's cook at the grocery store.	✓		

(1)

Scoring: 1 point for each correct response.

Possible: 6

Evaluators' Instructions

1: You + ??? = Friendship

1: 2.a. The learner will be able to recognize rights in relationships.

Test title: Your Rights

Purpose: This test is to determine the learner's knowledge of his/her own rights in dealings with other people by choosing the sentences that state his/her rights.

1: 2.b. The learner will be able to recognize personal responsibilities in relationships.

Test title: Your Responsibilities

Purpose: This test is to determine the learner's knowledge of others' rights in dealings with him/her by choosing the sentences that state what others can expect of him/her.

1: 2.a

Name________________________ Score______________

Your Rights

Directions:

People can expect to be treated in certain ways by others. For example, you can expect a person to answer a question you ask. That is a right you have.
Read each sentence below.
Place a check after each of the following statements that is a right you can expect in your dealings with other people.

	This is your right
1. You can push in front of someone in line.	
2. You get a present from a friend you invited to your birthday party.	✓
3. Your classmate remembers your name.	✓
4. When choosing up sides you are chosen first.	
5. Friends keep promises they make to you.	✓
6. You usually get your turn when you play games.	✓
7. Someone does your homework for you.	
8. Someone asks before borrowing your eraser.	✓

(2)

Scoring: 1 point for each correct response. A correct response is indiciated by a check or a blank as shown on this key.

Possible: 8

1: 2.b

Name______________________________ Score______________

Your Responsibilities

Directions:

People can expect you to act in certain ways toward them. These are your responsibilities in dealing with others. Read each sentence below. Place a check after each of the following statements that is a responsibility you have in relationships with other people.

	Others can expect you to do this:
1. Greet a schoolmate at the store.	✓
2. Whisper behind someone's back.	
3. Pay back paper you borrow.	✓
4. Give orders while others work.	
5. Take your turn in a game.	✓
6. Share your bike with a friend.	✓
7. Ask for an answer to a test question.	
8. Ask for help when you need it.	✓
9. Keep your word.	✓

(3)

Scoring: 1 point for each correct response. A correct response is indicated by a check or a blank as shown on this key.

Possible: 9

Evaluators' Instructions

1: You + ??? = Friendship

1: 3.a The learner will be able to recognize honesty, genuineness, trust, and loyalty in relationship.

Test title: Friendship Qualities

Purpose: This test is to determine the learner's ability to match the four qualitites of honesty, genuineness, trust, and loyalty with descriptions of relationships.

Name ______________________ Score ______________

Friendship Qualities

Directions:

Read each paragraph below.
Decide which of the following words describes the quality being shown in the paragraph.
Write the letter of the word you choose on the line at the end of the paragraph.

Words

a. honesty (or truthfulness)
b. jealousy
c. genuineness (sincerity)
d. loyalty
e. dishonesty
f. trust

Paragraphs

Sarah's friend Ellen has a physical handicap. Some people in their class make fun of Ellen behind her back. Sarah refuses to join in the fun making and asks her classmates to be more considerate.
Sarah is showing d.

Gordon brought a pottery vase to school. His father had bought the vase in Mexico. Gordon's teacher thought he had made the vase himself and suggested he enter it in the city art show. Gordon liked the attention from the teacher but told her the vase was from Mexico.
Gordon is showing a.

The teacher allowed Kevin to stay in the classroom alone at recess. The teacher's answer book is on the desk. It has the answers to next week's test in it. Kevin thinks about looking at it but spends the time studying for the test.
The teacher is showing f.

Brenda feels uncomfortable when her friend Lisa talks behind other girls backs. Brenda tells Lisa that such talk makes her uncomfortable and asks her to stop.
Brenda is showing c.

(4)

Scoring: 1 point for each correct response.

Possible: 4

1: You + ??? = Friendship

1: 4.a. The learner will be able to recognize characteristics of a friend in others.

Test title: Others as Friends

Purpose: This test is to determine the learner's knowledge of some characteristics in other people that might allow them to be considered as friends.

1: 4.b. The learner will be able to choose ways of making friends from a list.

Test title: Making Friends

Purpose: This test is to determine the learner's knowledge of generally acceptable ways of making friends in a new situation.

Name ______________________ Score ____________

Others as Friends

Directions: The following list of 20 words or phrases name things some people look for in a person they want as a friend.
Each word or phrase has a number.
Read the list of words. Then read the sentence below.
Write the number of the word that best describes the person in the sentnece. Use each number only one time. Included in these words are the many ways a person can make friends. The list has both things you yourself might want to do and things you might wish not to do in making friends.

Words

1. friendly
2. kind to friends
3. unique
4. important
5. good at art
6. good at sports
7. humorous
8. trustworthy
9. neat and tidy
10. generous
11. makes good grades
12. a good sport

Sentences

A. Joe is someone you can tell a secret and know he will keep it. 8

B. Sally always has something to share in her lunch 10

C. Nina usually gets all of her school work right. 11

D. Jamie has a different way of doing things from most of his classmates. 3

E. John always loses when he plays checkers but he is always willing to try again. 12

F. Marge and Randy have the most orderly desks in the class. 9

G. Mary plays basketball well, is a fast runner, jumps farther than anyone in class and is a good pitcher. 6

H. Ronnie is always chosen by his class to make posters and design book covers. 5

I. Jack is the class president and his father owns ten donut stores. 4

(6)

Scoring: 1 point for each correct response.

Possible:: 9

1: 4.b

Name______________________________ Score_____________

Making Friends

Directions:

You are starting to go to a new school.
Check those things you might do to make friends.

_____✓_____ smile at people

__________ do something strange to attract attention

_____✓_____ invite someone to share a snack

__________ show off your good grades

_____✓_____ share interesting experiences

__________ ask people for the answers to school work

_____✓_____ volunteer to help in school projects

__________ wear unusual clothes to school

__________ tell exaggerated stories

_____✓_____ share your things

_____✓_____ tell funny stories

__________ be interested in what other people do

(7)

Scoring: 1 point for each correct check correctly placed and subtract 1 point for each check improperly placed.

Possible: 7

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name____________________ Total Score________

Evaluation Summary Score Sheet

4-6 Module 1

You + ??? = Friendship

		Possible			Real		
Objective	Outcome	Max		Score	Actual		Score
1	a	6	x3	18	_____	x3	_____
2	a	8	x2	16	_____	x2	_____
2	b	9	x2	18	_____	x2	_____
3	a	4	x4	16	_____	x4	_____
4	a	9	x2	18	_____	x2	_____
4	b	7	x2	14	_____	x2	_____
	Total			100			_____

2: You and New Things to Do

GOAL: The learner will understand that interests are learned and that they may be changed.

OBJECTIVE 1: The learner will be aware of influences that lead to the development of interests.

OUTCOMES: The learner will be able to:

a. recognize examples of modeling, positive association, and exposure.

OBJECTIVE 2: The learner will be aware of ways in which interests are maintained.

OUTCOMES: The learner will be able to:

a. define intrinsic and extrinsic rewards

b. recognize ways in which interests may be maintained.

OBJECTIVE 3: The learner will be aware of ways to establish new interests.

OUTCOMES: The learner will be able to:

a. identify ways of developing new interests

b. recognize that newly learned skills influence and change interests.

2: 1.a

Name______________________________ Score______________

Learning

Directions:

Each example below shows a different way of learning. Read each way of learning and write its letter beside the example that describes it.

a.	modeling:	learning by watching others doing something
b.	positive association:	learning something because someone you know admires it
c.	exposure:	learning something just because it is around a lot of the time

Examples

1. George's family just moved to a lake. George has never been around boats before. Now he is learning to sail. __c__.

2. Pat has seen his father fix the sliding door. Father is gone and the door needs fixing. Pat fixes the door. __a__.

3. The popular girls in Anne's class all know the school cheers. Anne wants to be like them. She has been practicing cheers at home. __b__.

4. Rick and Randy learned how to read bus names and routes when they lived in the city. __c__.

5. Candy learned to cook so she could fix her dad's supper. __b__.

(1)

Scoring: 1 point for each correct response.

Possible: 5

2: You and New Things to Do

2: 1.a. The learner will be able to recognize examples of modeling, positive association, and exposure.

Test title: Learning

Purpose: This test is to determine the learner's recognition of three different ways of learning or reasons for learning by having him/her match the way with a description of a persons' learning situation.

Evaluators' Instructions

2: You and New Things to Do

2: 2.a. The learner will be able to define intrinsic and extrinsic rewards.

Test title: Rewards

Purpose: This test is to determine the learner's ability to demonstrate his/her learning of the concepts of intrinsic and extrinsic rewards through recognizing their functions in a true-false test.

2: 2.b. The learner will be able to recognize ways in which interests may be maintained.

Test title: Interests

Purpose: This test is to determine the learner's ability to demonstrate his/her learning of ways in which interests are maintained by recognizing them in a true-false test.

Special Instructions: Note that only items 1-4 from this test are used to measure this outcome. This test also measures 2: 3.a. On the Student Test, only one total score is reported for the test. To specifically evaluate this outcome, the evaluator would use only the first four items.

2: 3.a. The learner will be able to identify ways of developing new interests.

Test title: Interests (The copy of this test is found under 2: 2.b)

Purpose: This test is to determine the learner's knowledge of recognizing ways to establish new interest through recognizing them in a true-false test.

Special Instructions: Note that only items 5-9 from this test are used to measure this outcome. This test also measures 2: 3.a. On the Student Test, only one total score is reported for the test. To specifically evaluate this outcome, the evaluator would use only the last five items.

Name______________________________ Score______________

Rewards

Directions:

Circle T if the statement is true.
Circle F if the statement is false.

1. Getting good grades in school is an example of an intrinsic reward. T [✓ F]
2. The good feeling from being successful at some task is called an intrinsic reward. [✓ T] F
3. The money earned for doing a job is an example of an extrinsic reward. [✓ T] F
4. Enjoying yourself while painting a picture is an example of an extrinsic reward. T [✓ F]
5. Gaining some outside benefit or product from some activity describes an extrinsic reward. [✓ T] F
6. Praise given for a job well done is an example of an intrinsic reward. T [✓ F]

(2)

Scoring: 1 point for each correct response.

Possible: 6

2: 2.b
2: 3.a

Name ______________________________ Score _____________

Interests

Directions:

Circle T if the statement is true.
Circle F if the statement is false.

1. Getting an intrinsic reward from something you do is a good way of keeping that interest. [✓ T] F
2. Trying to keep up an interest alone can be difficult. [✓ T] F
3. People usually lose interest in activities they can no longer do. [✓ T] F
4. Most people keep the same interests they had as four or five year old children. T [✓ F]
5. One way to develop a new interest is to try something you've never done before. [✓ T] F
6. New friends often lead to new interests. [✓ T] F
7. In developing new interests it is best to try things related to what you already like to do. [✓ T] F
8. Reading about something you have never done has little or no effect on changing your interests. T [✓ F]
9. People are often interested in new things when they learn a new skill. [✓ T] F

(3)

Scoring: 1 point for each correct response.

Possible: 9

Evaluators' Instructions

2: You and New Things to Do

2: 3.b. The learner will be able to recognize that newly learned skills influence and change interests.

Test title: Interests and Skills

Purpose: This test is to determine the learner's knowledge of the relationship between skills mastered and the interests a person demonstrates. To do this he/she is asked to match skills with interests.

Special Instructions: The top score on this test is twelve. The student should match two Changed Interests with each of the six Skills Learned.

Name ______________________________ Score _____________

Interests and Skills

Directions:

Below is a list of skills that you might learn. The second list is ways interest might change as a result of developing new skills.

Find two changed interests for each new skill and indicate them by letter in the blanks following the skills.

Example:

Reading a newspaper __a__ __d__

New Skills Learned

1. Riding a bike ____ e,f ____
2. Playing a musical instrument ____ b,g ____
3. Swimming ____ e,h ____
4. Reading a world map ____ a,c,i,j ____
5. Speaking a foreign language ____ a,c,i,j ____

Changed Interests

a. people in other countries

b. instrumental music artists

c. Distant travel

d. politics and world events

e. participating in summer fun

f. friends in another neighborhood

g. composers

h. entering competitions

i. making friends with people from another country

j. collecting stamps from all over the world

Scoring: 1 point for each acceptable response

Possible: 10

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name ____________________ Total Score _______

Evaluation Summary Score Sheet

4-6 Module 2

You and New Things to Do

Objective	Outcome	Possible max	Possible score	Real Actual		Real Score
1	a	5	x3 = 15	_____	x3	_____
2	a	6	x3 = 18	_____	x3	_____
2	b	9	x3 = 27	_____	x3	_____
3	a	*	=			
3	b	10	x4 = 40	_____	x4	_____
	Total		100			_____

*This test is combined with 2: 2.b.

Developmental Level 4-6

3: You: Who...Where...When...

GOAL: The learner will define the meaning of roles, settings, and events.

OBJECTIVE 1: The learner will differentiate between the roles he/she assumes.

OUTCOMES: The learner will be able to:
a. define work, leisure, maintenance
b. identify sex role stereotypes.

OBJECTIVE 2: The learner will describe himself/herself in terms of settings.

OUTCOMES: The learner will be able to:
a. list roles of self under the setting categories of home, school, and community
b. match settings with activities.

OBJECTIVE 3: The learner will differentiate between natural and crisis events.

OUTCOMES: The learner will be able to:
a. distinguish between natural and crisis events.

Evaluators' Instructions

3: You: Who...Where...When...

3: 1.a. The learner will be able to define work, leisure, and maintenance.

Test title: Activities

Purpose: This test is to determine the learner's ability to distinguish kinds of activities by matching labels of kinds of activities to examples of them.

3: 1.b. The learner will be able to identify sex role stereotypes.

Test title: Stereotypes

Purpose: This test is to determine the learner's ability to recognize statements of sex role stereotypes.

3: 1.a

Name ______________________ Score ____________

Activities

Directions:

Read each statement below.
Match the kind of activity to the statement.
Write the letter of the activity on the line after the statement.

1. Raking leaves to earn money. a
2. Watching TV. b
3. Keeping yourself healthy and clean. c
4. Finishing a task to earn money. a
5. Eating every day. c
6. Doing something you want to do in free time. b
7. Doing homework. a
8. Going on a family vacation. b
9. Shopping for new shoes. c
10. Going to a museum. b
11. Preparing the classroom for a party. a

Kinds of Activities or Events

a. work b. leisure c. maintenance

(1)

Scoring: 1 point for each correct response.

Possible: 11

3: 1.b

Name ____________________ Score ____________

Stereotypes

Directions:

Place a check beside each statement below that is an an example of a sex role stereotype.

1. ✓ Girls have less control over emotions than boys do.
2. ____ Boys and girls should be allowed their choice of any job they can do.
3. ____ Men are usually taller than women.
4. ✓ Boys should be taught to open doors for girls.
5. ✓ Girls have long hair and boys have short hair.
6. ✓ The best jobs for woman are homemaking, nursing, and teaching.
7. ✓ Men are more aggressive than women.
8. ____ More than half the people in the United States are women or girls.
9. ✓ Men should not cry.
10. ✓ Most men are smarter than women.
11. ✓ Boys should be strong.
12. ✓ Men should support their families.

(2)

Scoring: 1 point for each correct response.

Possible: 12

Evaluators' Instructions

3: You: Who...Where...When... .

3: 2.a. The learner will be able to list roles of self under the setting categories of home, school, and community.

Test title: Who I Am

Purpose: This test is to determine the learner's knowledge of the relationship of role to setting.

3: 2.b. The learner will be able to match settings with activities.

Test title: Activity Places

Purpose: This test is to determine the learner's ability to recognize the relationship between activities and settings.

Name ______________________ Score ________________

Who I Am

Directions:

Place a check in the column under the setting where a person would most often take on each role.

ROLES	SETTINGS		
	Home	School	Community
son or daughter	✓		
athlete		✓	✓
boy/girl scout			✓
student		✓	
shopper			✓
church member			✓
team leader		✓	
brother/sister	✓		
paper deliverer			✓
baby sitter	✓		✓
best friend		✓	
family member	✓		

(3)

Scoring: 1 point for each correct response. Where 2 answers are possible either or both checked will be scored correct.

Possible: 12

Name________________________________ Score________

Activity Places

Directions:

Place a check under the place where you are most likely to perform each activity.

	Home	School	Community
1. play basketball in a gym		✓	
2. brush your teeth at a sink	✓		
3. wash dishes	✓		
4. swim in an outdoor pool			✓
5. write a book report		✓	

(4)

Scoring: 1 point for each correct response.

Possible: 5

Evaluators' Instructions

3: You: Who...Where...When...

3: 3.a. The learner will be able to distinguish between natural and crisis events.

Test title: This test is to determine the learner's ability to distinguish events by matching labels of kinds of events to examples of them.

3: 3.a

Name ______________________________ Score _____________

Events

Directions:

Read each statement below. Each is an example of an event. These events include both natural and crisis or once-in-a-lifetime happenings.
Match the kind of event to the statement.
Write the letter of the event on the line after the statement.

1. Growing one inch. a
2. Leaving your house to escape a fire. b
3. Helping your family with grocery shopping. a
4. Taking your first airplane ride. b
5. Losing a tooth as a child. a
6. Celebrating a birthday. a
7. Breaking both legs. b
8. Taking a trip to visit your grandparents. a
9. Visiting a friend hurt in a car accident. b
10. Having your tonsils out. b

Kinds of Events

a. natural

b. crisis or once-in-a-lifetime

(5)

Scoring: 1 point for each correct response.

Possible: 10

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name ____________________ Total Score _______

Evaluation Summary Score Sheet

4-6 Module 3

You: Who...Where...When...

Objective	Outcome	Possible Max		Possible Score	Real Actual		Real Score
1	a	11	x2	22	_____	x2	_____
1	b	12	x2	24	_____	x2	_____
2	a	12	x2	24	_____	x2	_____
2	b	5	x2	10	_____	x2	_____
3	a	10	x2	20	_____	x2	_____
	Total			100			_____

Evaluators' Instructions

4: You At Work: Who...Where...When...

4: 1.a. The learner will be able to identify elements of personal well-being that are supported by work roles.

Test title: Reasons for Working

Purpose: This test is designed to determine the learner's ability to identify a description of a person's relationship to a work situation with a reason for working.

Special Instructions: As indicated in the Evaluator's manual, there is more than one acceptable response for most of the items in this test. One response only is required of the student. Either indicated response is equally acceptable.

4: 1.a

Name ______________________________ **Score** ____________

Reasons for Working

Directions:

Read each paragraph below.
Decide which statement from the bottom of the page best describes the reason the person in the paragraph works.
Write the letter of that statement on the line after the paragraph.

1. Pete likes his job so much he turned down a higher paying job just so he could keep the one he has.
1. a or e

2. Jack took a job after school so he could buy a new bike.
2. b or d

3. Mary has a choice of two jobs. The one she likes pays less than the other. Mary takes the highest paying job.
3. d

4. Sue has all of the money she needs. She works because she likes to.
4. a or e

5. Joe and Judy work at the community center two nights a week. They teach swimming and square dancing to children Joe and Judy do not get paid for this work.
5. a or c

a. A reward for working can be personal satisfaction.
b. People work to get things they want.
c. People get rewards besides money from working.
d. People work to earn money.
e. Work is a way to find out what kind of person you are.

(1)

Scoring: 1 point for each acceptable response.

Possible: 5

Evaluators' Instructions

4: You At Work: Who...Where...When...

4: 2.a. The learner will be able to match a variety of work roles within the community to appropriate work settings.

Test title: Roles and Settings

Purpose: This test is designed to determine the learner's knowledge of common work roles and work settings and his/her ability to match them.

4: 2.a

Name ______________________________ Score ____________

Roles and Settings

Directions:

Below are work roles of people in your community and ten settings.
Match each work role with the best setting for it.
Write the number of the role after the setting.

Work Role

1. clerk
2. tailor
3. lawyer
4. secretary
5. carpenter
6. police officer
7. cashier
8. farmer
9. chef
10. broadcaster
11. plumber
12. butcher

Setting

special room in a clothing store	2
walking or driving the streets	6
grocery store checkout counter	7
restaurant	9
field	8
counter at a department store	1
radio or TV station	10
cabinet shop	5
court room	3
desk with typewriter in an office	4

(2)

Scoring: 1 point for each correct response.

Possible: 10

Evaluators' Instructions

4: You At Work: Who...Where...When...

4: 3.a. The learner will be able to identify present learnings that relate to future roles.

Test title: Learning for Tomorrow

Purpose: This test is designed to determine the learner's ability to match skills he or she may have learned with future roles in which he or she may engage.

Special Instructions: There are several possible correct responses a student may make to many of the roles. Any of the skills indicated for that role in the Evaluator's Manual is equally acceptable as a response to that item.

4: 3.b. The learner will be able to match events with their effect on occupations.

Test title: Changing Plans

Purpose: This test is designed to determine the learner's ability to recognize the link between events and effects.

4: 3.a

Name ______________________ Score ___________

Learning for Tomorrow

Directions:

Below is a list of skills you may have had a chance to learn in school.
There is also a list of life roles you might have a chance to try in the future.
Think of what skills you are learning or have learned that might be important to the roles.
Write the letter of at least two skills on the blank beside each role.

Example: Singer a,j

A singer would need to be able to read words (a) and read music (j).

Skills

a. reading
b. writing
c. spelling
d. composing stories or letters
e. reciting or speaking
f. drawing or painting
g. playing a musical instrument
h. working arithmetic
i. measuring
j. reading music
k. recognizing food groups
l. good self care habits
m. working on committees or in groups or teams
n. keeping healthy

Roles

homemaker	a,b,c,h,i,k,l	doctor	a,b,c
voter	a,b	designer or decorator	f,i
shopper	a,h,k	athlete	m,n
taxpayer	a,h,c	saleperson	a,b,c,h
carpenter	h,i	host/hostess	k,l
parent	k,l	husband/wife	l,m

(3)

Scoring: 1 point for each correct response up to two for each role.

Possible: 24

Name________________________________ Score______

Changing Plans

Directions:

Read each event below.
Write the letter of the effect before each event.

Events

__B__ A flood damages a grocer's store.

__A__ A housewife starts to fix supper and finds the sink stopped up.

__C__ A family comes home to find the house burned down.

__A__ A camp director sees a thunder storm approaching just as the campers begin a long planned pow wow.

__B__ All of the clerks in a big department store go on strike.

__D__ Viking I Lander can take pictures of Mars.

Effects

A. make new plans
B. close the store
C. whole new life
D. no immediate effect

(4)

Scoring: 1 point for each correct response.

Possible: 6

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name ____________________ Total Score ________

Evaluation Summary Score Sheet

4-6 Module 4

You At Work: Who...Where...When...

Objective	Outcome	Possible			Real		
		max		score	Actual		Score
1	a	5	x4	20	_____	x4	_____
2	a	10	x3	30	_____	x3	_____
3	a	26		26	_____		_____
3	b	6	x4	24	_____	x4	_____
	Total			100			_____

Developmental Level 4-6

5: You and Your Choices

GOAL: The learner will develop an awareness of factors influencing decision-making.

OBJECTIVE 1: The learner will be aware of self as a factor influencing value formation.

OUTCOMES: The learner will be able to:
a. identify elements of personal history that influence value formation and decision-making.

OBJECTIVE 2: The learner will be aware of self as a small-group member.

OUTCOMES: The learner will be able to:
a. distinguish between primary and secondary groups.

OBJECTIVE 3: The learner will be aware of self as a member of society.

OUTCOMES: The learner will be able to:
a. identify examples of the six techniques used by mass media.

Evaluators' Instructions

5; You and Your Choices

5: 1.a. The learner will be able to identify elements of personal history that influence value formation and decision-making.

Test title: What and Why

Purpose: This test is to determine the learner's ability to determine personal choice and the reason for it given the personal history of a person.

D: 1.a

Name ______________________________ Score ______________

What and Why

Directions:

These are stories about boys and girls. They are your age and they go to school just as you do. And, just like you, they like some things better than other things.
They like one way of doing things better than other ways.
What they like and do is related to their lives, their families and what has happened to them.
Your job is to decide what each person might choose to do and why.
Circle the letter of the best answer to each question.

Example:

Ruth has four older brothers. She usually plays with them in games like football, baseball, and basketball. She is always one of the team when her brothers play with other neighborhood children.

What might Ruth choose to play?

A. school
B. checkers
C. jump rope
[✓ D.] kick ball

Why might Ruth choose that?

A. She likes quiet games.
B. She is used to playing alone.
[✓ C.] She usually plays active team games.
D. She is an outdoor person.

You are right if you circled D and C. Ruth might choose kick ball because she usually plays active team games.

TEST BEGINS HERE

1. Susan is feeling very bad. She has always tried hard in school. Her mother pays her for good grades but Susan never gets good grades. Her teacher tells her to keep trying. No matter how hard she tries, Susan cannot do her school work well.

[illegible]

What might Susan choose to do?

A. Run away from home.
[✓ B.] Begin to play sick and find excuses to stay home.
C. Join a book club.
D. Decide to become a teacher.

Why might Susan choose to do that?

[✓ A.] She hates school because she fails.
B. She hates her mother and wants to get even.
C. She likes school.
D. She likes her teacher.

2. John has been singing since he was three years old. His father has played the violin since he was a child. John's mother sings solo in the church choir. The music teacher wants John to sing solo in the school musical.

What might John choose to do?

A. Join a 4 H Club.
[✓ B.] Go to a music camp in the summer.
C. Take drum lessons.
D. Try for a part in the school play.

Why might John choose to do that?

A. John's mother and father really push him.
B. John likes rabbits.
[✓ C.] He has talent in music.
D. He wants to please the teacher.

3. Fran leads a very interesting life. She has traveled over most of the world with her family. Fran is good at most sports. She wants to be good enough for the Olympics. Fran writes down everything she does.

What might Fran choose to do?

[✓ A.] Write an autobiography.
B. Day dream about travelings.
C. Cook foods from other lands.
D. Spend most of her time reading.

Why might Fran choose to do that?

A. She is tired of moving around so much.
B. She is pushed by her parents to be the best.
[✓ C.] She has a lot of interesting things to share with others.
D. She likes to stay inside and do things by herself.

5: 1.a continued

4. Randy lives on a farm. Everyone in Randy's family works hard. They help each other a lot. They work and play together.

What might Randy choose to do?

A. Become an artist who lives alone.
B. Spend his school time goofing off.
[✓ C.] Be especially interested in team activities and projects.
D. Watch television because the adventures are so exciting.

Why might Randy choose to do that?

A. He thinks he has to work hard and wants to forget about it.
[✓ B.] He is used to working with others.
C. He gets tired easily.

(3)

Scoring: 1 point for each correct response.

Possible: 8

Evaluators' Instructions

5: You and Your Choices

5: 2.a. The learner will be able to distinguish between primary and secondary groups.

Test title: Groups

Purpose: This test is to determine the learner's ability to identify primary and secondary groups.

Name ______________________________ Score ______________

Groups

Directions:

Read about each of the following people and then mark which groups you feel are their primary groups and which are their secondary groups.

Bill and his family do a lot of things together. The only time Bill misses a family event is if his scout troop is getting together. Bill does do things with other people. He is on a ball team and goes to the childrens choir at church.

Bill's Primary Groups are:		Bill's Secondary Groups are:	
✓	Family		Family
	Ball team	✓	Ball team
✓	Scout Troop		Scout Troop
	Choir	✓	Choir

Sue is saving her money to buy a pair of shoes and a shirt just like the other girls in her group of friends. She is also saving to go on a special trip with her club. She has already told her ball team she will miss the big game to go with the club. She also belongs to the Girl scouts.

Sue's Primary Groups are:		Sue's Secondary Groups are:	
✓	Friends		Friends
	Ball team	✓	Ball team
	Scouts	✓	Scouts
✓	Club		Club

Scoring: 1 point for each acceptable response.

Possible: 8

Evaluators' Instructions

5: You and Your Choices

5: 3.a. The learner will be able to identify examples of the six techniques used by mass media.

Test title: Advertising

Purpose: This test is to determine the learner's ability to recognizing and label examples of advertising as to the technique it exemplifies.

5: 3.a

Name ______________________________ Score ______________

Advertising

Directions:

Below are examples of advertising.
Match each example with the advertising technique used.
Write the letter of the technique on the blank.

Advertising Techniques

a. exaggeration
b. partial truth
c. unreliable information
d. repetition
e. made-up words
f. appeal to inadequacies

Examples

b Spot-Off cleans your floors in half the time.

b Nine out of ten experts recommend World Knowledge Encyclopedia.

f Put your money where your mouth is. Cleaner teeth and fresh breath will make Kelly like you.

d The crunch, crunch, crunchy way to a better diet.

a The one-second drain opener.

e Superific

a Nothing will keep you drier.

f To know you're the best you can be.

e Splendiferous

(5)

Scoring: 1 point for each correct response.

Possible: 9

CAREER EDUCATION CURRICULUM PROJECT EVALUATION

Student's Name ____________________ Total Score _______

Evaluation Summary Score Sheet

4-6 Module 5

You and Your Choices

Objective	Outcome	Possible			Real		
		max		score	Actual		Score
1	a	8	x4	32	_____	x4	_____
2	a	16	x2	32	_____	x4	_____
3	a	9	x4	36	_____	x4	_____
	Total			100			_____